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ABSTRACT

This annotated bibliography of journal articles and documents on educational quality indicators contains approximately 120 entries arranged by the following topics: (1) Indicator Systems, including international, local/provincial/state, and national/federal systems; (2) Interpretive Framework (context, inputs, processes), including accountability, educational finance, educational reform and improvement, family/socioeconomic factors, school/school administration effectiveness, and teacher/teaching effectiveness; and (3) Outcomes, including cognitive testing and achievement, issues, outcomes/results of education, and standards. An author/institution index follows the bibliography. (MAB)

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Educational Quality Indicators:

Annotated Bibliography

Supplement to the Second Edition – December 1990

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Annotated Bibliography

Supplement to the Second Edition – December 1990

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This annotated bibliography has been prepared by the Corporate and Fiscal Planning Branch in cooperation with Library Services. It is part of the support documentation for the Educational Quality Indicators (EQI) initiative. Nelly McEwen is the coordinator of the EQI initiative.

ERIC abstracts are identified through the use of initials at the end of the citation. Hau Chow prepared original abstracts for about half of the citations. Charlotte Landry identified and retrieved materials from the commercial data bases and other sources; she also indexed those citations with original abstracts according to the *Thesaurus of ERIC Descriptors*. Charlotte Landry and Ismail Esmail developed this bibliographic data base. Ismail Esmail is responsible for maintaining and updating it; he also prepared this print version of the bibliography.

The second edition of the EQI annotated bibliography was revised, expanded and reorganized by a committee of the following Alberta Education staff:

Hau Chow	Corporate and Fiscal Planning
Ismail Esmail	Corporate and Fiscal Planning
Charlotte Landry	Library Services
Nelly McEwen	Corporate and Fiscal Planning
Shirley Wolodko	Library Services

Appreciation is extended to the EQI participants, both in Alberta Education and the participating school jurisdictions, who suggested articles for this supplement.

Preface

This supplement to the second edition of the annotated bibliography for the Educational Quality Indicators Initiative contains approximately 120 citations. These citations have been compiled from searches in the following online data bases and print sources: ERIC (Educational Resources Information Center); Education Index; Canadian Education Index; Alberta Education Index; ONTERIS; British Education Index; Psychological Abstracts. Minor stylistic changes have been made to some of the ERIC abstracts for this edition.

The ERIC documents on microfiche can be viewed at: the Education Library at the University of Alberta, the Serials Collection at the University of Lethbridge and the Microform Centre at the University of Calgary. ERIC documents on microfiche are also available for loan through the Interlibrary Loan Departments of the University of Alberta and the University of Lethbridge. At the University of Calgary, ERIC documents on microfiche cannot be borrowed, but microfiche copies can be purchased at $1.00 per document, though the University of Calgary's Interlibrary Loan Department.

The ERIC documents are available for purchase (in paper edition or on microfiche) from: *ERIC Document Reproduction Service, 3900 Wheeler Avenue, Alexandria, Virginia, USA, 22304.*

For ease of use, this bibliography has been organized by the clusters identified in the framework for the EQI projects. Within each of these three clusters are subject themes. The citations have been arranged within each theme alphabetically by the principal author's last name, and where there is no author, by the title or source of the item. An author/institution index follows the bibliography.

The following chart presents 13 themes in the three clusters.

Clusters	Themes
Indicator Systems	International Local/Provincial/State National/Federal
Interpretative Framework: *context, inputs, processes*	Accountability Educational Finance Educational Reform and Improvement Family/Socioeconomic Factors School/School Administration Effectiveness Teacher/Teaching Effectiveness
Outcomes	Cognitive Testing and Achievement Issues Outcomes/Results of Education Standards

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International

Author: Bottani, Norberto; Delfau, Isabelle (eds).
Title: **Indicators of the quality of educational systems: an international perspective.**
Source/Publ.: International Journal of Educational Research, 14
Page(s): 321-408 *Date/Year*: 1990 *Accession No.*: 312

Abstract: This issue presents the papers of the keynote speakers at the first meeting of the Scientific Advisory Group of the OECD/CERI International Educational Indicators Project (October, 1988, in Bologna). A listing of the articles follows: 1) Introduction - the functions and limitations of international educational indicators (pp. 327-334; Nuttall,D.L.); 2) The background of the CERI/ OECD Project on international educational indicators (pp.335-342; Bottani, N.); 3) Science, mathematics, and national welfare: retrospective and prospective achievements (pp.343-352; Walberg,H.J.); 4) Higher education indicators: an exercise in interpretation (pp.353-362; Power, C.); 5) Costs and resources indicators at international, national and local levels: recent trends (pp.363-372; Plank,F.H.); 6) Proposals for a national system of assessment in England and Wales (pp.373-382; Nuttall,D.L.); 7) Developing educational indicators: a state-national perspective (pp.383-394; Selden,R.W.); 8) The outlook for educational evaluation in France (pp.395-400; Meuret, D.); 9) The Australian national project on indicators in education (pp.401-408; Ruby,A.).

Author: Landsberger, Henry A.; Carlson, John R.; Campbell, Richard T.
Title: **Education policy in comparative perspective: similarities in the underlying issues in debate among educational élites in Britian, the Federal Republic of Germany and the USA.**
Source/Publ.: Research Papers in Education
Page(s): 103-130 *Date/Year*: June 1988 *Accession No.*: 296

Abstract: The objectives of this three-country study (England and Wales, West Germany, and the United States of America) are to establish: 1) what general concerns seem to underlie those wide-ranging disputes over more specific issues of which debates over education policy in each of these three countries consist; 2) to what extent the three countries share these general concerns; and 3) to what extent comparable groups in each of the three countries take similar positions with respect to these general concerns. Questionnaires of between 97 and 109 items were drawn up in each of the three countries, the items reflecting the concrete issues under debate there. Sixty-six of the items were common to all three questionnaires; some were unique to each country concerned, others touched on the same issue but were phrased to take into account the particular institutional circumstances of the country. Respondents consisted of the entire top leadership, elected and staff, of major organizations, public and private, involved in the educational policy debates of their countries: parent and teacher organizations, and those of headmasters, school system administrators, the representatives of political parties at national and local levels, and others. A total of 3,600 individuals from 77 organizations returned completed questionnaires. Analysis of the responses (exploratory followed by comfirmatory factor analyses) indicated that in all three countries general concerns existed about: a) the introducation of 'marker-like' mechanisms into the field of education; b) the extent to which traditional values should be taught in schools; c) the extent to which the educational system should be used to meet broad social goals (eg, lessening 'sexism'); and over the roles of d) teachers, e) parents, and f) administrative agencies above the level of the school and school districts. In West Germany, more than in England and Wales and the USA, respondents reacted to specific issues on the basis of a more general 'conservative'/ 'progressive' orientation. There was a strong tendency for comparable organizations to take similar positions. (authors/journal)

Author: Nuttall, Desmond L.
Title: **The functions and limitations of international education indicators.**
Page(s): 13p. *Date/Year*: 1990 *Accession No.*: 344
Notes: Paper presented at the annual meeting of the American Educational Research Association, Boston, April, 1990.

Abstract: The author presents a broad conceptual framework and rationale for the CERI/OECD project. The conceptual framework consists of environment, resources, processes, and effects. "Any understanding of the effects or outcomes of education must be informed by the educational processes employed and the resources (fiscal and human) deployed, against the background of contextual factors in the environment of schools or of education systems" (p. 9). There are 5 networks (of countries): 1) flow of students through the educational system; 2) students' outcomes, including attainments; 3) the ecology of schools; 4) the cost of education; and 5) attitudes and expectations. The following principles guide the development of indicators: 1) indicators are diagnostic and suggestive of alternative actions, rather than judgemental; 2) the implicit model underlying the indicators must be made explicit and acknowledged; 3) the criteria for the selection of indicators must be made clear and related to the underlying model; 4) individual indicators should be valid, reliable and useful; 5) comparisons must be done fairly and in a variety of different ways (eg, with like groups, with self over time, and using dispersions and differences between sub-groups as well as averages); and 6) the various consumers of information must be educated about its use.

Author: Tipple, Chris.
Title: **Measuring achievement.**
Source/Publ.: Education, 174(13)
Page(s): 280-281 *Date/Year*: September 29, 1989 *Accession No.*: 308

Abstract: This occasional paper focuses on performance indicators in Great Britain and provides a framework for discussion at the national and local levels. The paper deals with the following points: 1) definitions; 2) context; 3) purpose of indicators; 4) place of indicators in the process of assessment; 5) choice of indicators; 6) training (to use the indicators); and 7) resources. The authors concluded with the following: the assessment of school achievement must be a partnership between institutions and their LEA (Local Education Authority); it should be built on self evaluation; isolated indicators as they have existed in the past should be eliminated in favor of more integrative approaches.

Author: Walberg, Herbert J.
Title: **OECD indicators of educational productivity.**
Source/Publ.: Educational Researcher, 19(5)
Page(s): 30-33 *Date/Year*: June/July 1990 *Accession No.*: 349

Abstract: The OECD project is outlined. The exploratory phase, completed at the end of 1989, demonstrated the feasibility of an international educational indicators system. The project will continue in two phases: development and establishment (through 1991), and regular production (1991 and beyond). The work of the exploratory phase is to be summarized and published as An International Handbook of Educational Indicators. This will explain the details of the organization of the project and will include the conceptual and methodological papers and the five network reports. It will also present the preliminary indicators along with comments and guidelines for facilitating interpretation. The main anticipated outcomes of the second phase are: 1) a clear international, organizational framework and well-defined procedures for data management; 2) a new educational OECD database to satisfy the quality required for a permanent international indicators program; 3) a protocol in the form of a revised handbook for the improved collection of time series of internationally comparable data; 4) common guidelines concerning the production, presentation, and transfer of data; and 5) an indicator model that takes into account the burden of the data collection and the objectives of the indicators at the international level.

Local/Provincial/State

ERIC Document: ED311573
Author: Kaagan, Stephen S.; Coley, Richard J.
Title: **State education indicators: measured strides, missing steps.**
Institution: Center for Policy Research in Education - Educational Testing Service.
Source/Publ.: Educational Testing Service
Place of Publ.: Princeton, NJ
Page(s): 45p. *Date/Year*: 1989 *Accession No.*: 292

Abstract: This document examines one important means of achieving accountability in a state's education system: the introduction of statewide education indicator systems, monitoring such aspects as the performance of students and the various factors affecting that performance. This report is divided into three sections. The first section describes the genesis of education indicator systems and discusses important definitions and necessary components at both state and local levels. The section provides vignettes of state education indicator systems in four states: Connecticut, South Carolina, New York, and California. The examples of state practices point to areas of concern that must be given attention as indicator systems are developed. The third section presents conclusions and recommendations that focus on multistate or national tendencies. The section closes with five necessary steps that must be taken if state indicator systems are to become useful policy tools at both state and local levels. (25 references) (SI)

Author: Manitoba Education.
Title: **Quality education initiatives.**
Place of Publ.: Winnipeg, Manitoba
Page(s): 9p. *Date/Year*: circa 1987 *Accession No.*: 298

Abstract: This document reports some of the current initiatives within Manitoba Education to improve the quality of education in the province. Priority areas (programs, instruction, involvement, and assessment) were identified with suggested indicators for each. The document also details new initiatives such as: 1) recognizing and publicizing high levels of achievement in specific subject areas; 2) supporting the development of regional networks of effective schools to provide inservice for other educators; and 3) establishing regional workshops to examine the current student assessment practices in Manitoba and to provide training for the most appropriate uses of assessment information in planning programs of school improvement.

Author: McEwen, Nelly.
Title: **Educational quality indicators: developing indicator systems in Alberta.**
Source/Publ.: Planning and Policy Secretariat
Place of Publ.: Edmonton, Alberta
Page(s): 19p. *Date/Year*: 1990 *Accession No.*: 367
Notes: Paper presented at the annual meeting of the American Educational Research Association, Boston, April 17, 1990.

Abstract: This paper was presented as part of the symposium: Indicators, standards, and strategies: implications for policy and practice. It describes the Educational Quality Indicators (EQI) initiative: a three-year collaboration between Alberta Education and twelve school jurisdictions throughout the province. The aim of the initiative is to develop indicator systems which measure the quality of education for purposes of improving planning, policy and decision making. The initiative addresses two essential questions: (1) Are students learning to their potential? (2) Is the educational system supporting student learning efficiently and effectively? Each of the ten projects is developing a local indicator system that includes three components: (1) indicators (including an interpretative framework, student outcomes, and points of reference); (2) methods (to collect, analyze, and interpret the information); and (3) a reporting and dissemination strategy (to inform diverse audiences of the results).

National/Federal

Title: **State education indicators 1989.**
Source/Publ.: Council of Chief State School Officers
Page(s): 69p. *Date/Year*: 1990 *Accession No.*: 338

Abstract: This year's report expands the scope of information to include data on the uses of at-risk children and school system accountability. The report contains 24 tables and 2 figures. Each table focuses on some specific indicator and lists state-by-state information for that indicator. The tables are organized by the following themes: 1) school system characteristics (eg, number of districts, percentage of school-age population); 2) student needs (eg, poverty & minority populations, students at-risk); 3) population characteristics (eg, income and graduation, voting patterns); 4) background characteristics (relative wealth by state); 5) instructional time (length of school year/day); 6) school participation (student attendance); 7) instructional programs (eg, kindergarten policies, competency testing and GPA requirements); 8) teacher preparation (eg, coursework requirements, alternative routes); 9) state accountability systems (state data reporting); and 10) effective schooling programs (a listing by state). The authors state that the major data gaps are in the area of student outcomes. Although most states have comprehensive testing programs for achievement, each uses a unique combination of instruments, procedures, and testing periods which makes across-state comparisons impossible. Other indicators such as dropout rate are plagued with definitional problems. The authors note that the NAEP is expected to have state-level mathematics achievement data by 1991.

Author: Council of Ministers of Education (CMEC).
Title: **Indicators update.**
Source/Publ.: Liaison, 15(1)
Page(s): 3-4 *Date/Year*: Summer 1990 *Accession No.*: 314
Notes: This reports on the progress of the CMEC School Achievement Indicators Project.

Abstract: A decision was made to proceed with instrument development for the assessment of literacy and numeracy skills of 13 and 16 year olds. The currently available instruments were judged not appropriate because of the lack of Canadian content. James Cullen has been appointed Coordinator for the Indicators Program. It was also decided that work should begin on a communications plan so that all major stakeholder groups have a clear understanding of the program.

Author: Elam, Stanley M.
Title: **The 22nd annual Gallup poll of the public's attitudes toward the public schools.**
Source/Publ.: Phi Delta Kappan, 72(1)
Page(s): 41-55 *Date/Year*: September 1990 *Accession No.*: 340

Abstract: More than three quraters of the 1,594 adults interviewed (between April and May, 1990) for this annual poll rated very high or high priority all of the 6 national (United States) goals of education. The following goal was given the highest priority: to free every school in America from drugs and violence and to offer a disciplined environment conducive to learning. However, only 5% thought this goal could be achieved by the year 2000 (36% thought it would be very unlikely). There was no change from the 1989 results for the question about the voucher system (1989: 60%; 1990: 62% in favor). On the question of what factors are important when choosing a school, the following received a rating of 'very important' by more than 50% of the respondents: quality of teaching staff (87%), maintenance of discipline (78%), and the curriculum (73%). Sixty percent of the respondents were in favor of increased access to the student's personal information by educators. On questions about the curriculum, most of the respondents (approximately 80%) felt that mathematics and English should receive more emphasis in school; these subjects are important for both college and non-college-bound students. On the question of the impact of school reform, 29% of those surveyed in 1988 saw improvements over the preceding five years while 22% of respondents in 1990 saw improvements. On the question of responsibility for the current problems faced by public education, 73% of the respondents felt it was the effect of societal problems, only 16% blamed the schools themselves.

Accountability

Author: Cooper, Elizabeth.
Title: **Issues in accountability for Saskatchewan schools.**
Institution: University of Regina
Source/Publ.: Saskatchewan Instructional Development and Research Unit
Place of Publ.: Regina, Saskatchewan
Page(s): 56p. *Date/Year*: June 1988 *Accession No.*: 304
Notes: ISBN 0-7731-0142-X; SIDRU Research Report No. 9

Abstract: The author identifes two different types of accountability based on different assumptions: accountability as measurement or accountability as ethics. Individuals ascribing to the first type believe that the "work of educators and of educational institutions consists of a series of discrete tasks, which if properly carried out, will result in observable, measurable changes [that can be measured objectively] in or additions to the knowledge of students" (p.i). The ethical view of accountability holds the educators "accountable for being knowledgeable and for using their knowledge in the most useful ways presently known...[are] accountable for practices which will enable their students to become competent, knowledgeable persons." (p.ii). The author asserts that both are equally important and necessary.

Author: Glickman, Carl D.
Title: **Open accountability for the '90s: between the pillars.**
Source/Publ.: Educational Leadership, 47(7)
Page(s): 38-42 *Date/Year*: April 1990 *Accession No.*: 276

Abstract: The two pillars—equal access to knowledge and public demonstration of results—will define the boundaries for decentralizing decisions about curriculum, instructional delivery, staff development, and evaluation. Several schools have already implemented team teaching, deeper course content, multidisciplinary curricula, portfolio student evaluation, and nongraded, continuous progress. Includes 12 references. (MLH).

Author: Kirst, Michael W.
Title: **Accountability: implications for state and local policymakers.**
Source/Publ.: US Department of Education
Place of Publ.: Washington, DC.
Page(s): 65p. *Date/Year*: July 1990 *Accession No.*: 364
Notes: One of the papers in the Policy Perspectives Series. Following is a list of others: 1) Workplace competencies: the need to improve literacy and employment readiness; 2) Excellence in early chidlhood education: defining characteristics and next-decade strategies; and 3) Increasing achievement of at-risk students at each grade level.

Abstract: This paper is designed to help policy makers understand and select various options for holding schools accountable for their performance. Accountability can be achieved through six broad nonexclusive approaches: (1) performance reporting; (2) monitoring and compliance with standards or regulations; (3) incentive systems; (4) reliance on the market; (5) changing the locus of authority or control of schools; and (6) changing professional roles. Although these options can be combined, policy makers need to consider local contexts when determining the emphasis and balance among alternatives. The author identifies the following trends and implications: 1) data systems and performance indicators have improved tremendously but the expense of funding databases is yet to be faced; 2) policy makers are rethinking their heavy reliance on legal and bureaucratic accountability; an effort is made to spur innovations (eg, to offer less regulation if performance indicators demonstrate positive outcomes); 3) more experimentations are needed in the use of incentive systems; current input budgeting still heavily relies on enrolment-driven formulas; 4) educators are examining industrial restructuring concepts that stress more worker decision-making and control of assembly line production; 5) the potential impact of the push for market accountability; no one knows for sure if increased choice will improve accountability or if this will improve the quality of schools. The paper contains a listing of all state accountability programs (Appendix A) as well as a presentation of the California Model School Accountability Report Card (Appendix B).

Educational Finance

Author: Brimelow, Peter.
Title: **American perestroika?**
Source/Publ.: Forbes
Page(s): 82-86 *Date/Year*: May 14, 1990 *Accession No.*: 306

Abstract: The author draws the anology of the impact of the current reform movement in education to that of perestroika in the USSR where "there has been a lot of talk...but there's been little action and few results" (p.82). Various indicators of expenditures for education as well as staff-to-student ratios have shown an increase over the past 10 years while indicators of outcomes (such as scores on the Scholastic Aptitude Test, Graduate Record Exam) have either shown no change or shown a decline. The author agrees with the observation of others that the American system of public education actually inhibits the emergence of effective organizations because it undermines school autonomy. He notes that perhaps education should be returned to the private sector and advocates a type of voucher system for education. By increasing the choice of schools available to the parents, it will increase competition and perhaps improve the quality.

Author: Hanushek, Eric A.
Title: **The impact of differential expenditures on school performance.**
Source/Publ.: Educational Researcher, 18(4)
Page(s): 45-51,62 *Date/Year*: May 1989 *Accession No.*: 259
Notes: Special issue with the title: *Perspectives on the economics of education.*

Abstract: Two decades of research into educational production function have revealed that variations in school expenditures are not systematically related to educational background, teaching experience, or class size; nor are better teachers paid more than lesser ones. School decision-making must move away from input directed policies to ones providing performance incentives. (Author/BJV)

Author: Perelman, Lewis J.
Title: **Schools: America's $500 billion flop.**
Source/Publ.: The Washington Post
Page(s): C3 *Date/Year*: December 3, 1989 *Accession No.*: 317

Abstract: The author uses industry and business standards to critique the educational system and concludes that education has the worst productivity record of any major US industry. The effectiveness/cost ratio in education has been going sharply downhill because it has the lowest level of capital investment of any major industry: $1,000 per teacher and $100 per students. While formal instruction (schools, colleges, corporate and military trainers, on-the-job training) amounts to more than $500 billion per year (only second to the health care industry of $600 billion), only .1% of annual revenues was spent in R&D; other industries have R&D averaging 2.5%. There is also a lack of technological use in the system: students, on average, are only exposed to computers for about 1 hour per week. The author concludes that the major problem is the lack of competitive incentives and sometimes active discentives to innovations within the system. He suggests that 1) every education and training institution should set aside at least 1% of gross revenues for investment in R&D; 2) the country should set a goal of achieving 100% increase in the productivity of US education and training by a specific target date - such as 1996; 3) it should create a National Institute for Learning Technology to administer the R&D funds; and 4) it should set priority targets for the Institute that includes: devising better measures of actual learning, advancing the state of cognitive science, and finding ways to overcome barriers to innovation.

Author: Stewart, Don.
Title: **Billions of educational dollars wasted to achieve useless data in traditional educational research.**
Source/Publ.: SLATE Services, Publishers
Place of Publ.: Westminater, CA
Page(s): 77-110 *Date/Year*: 1989 *Accession No.*: 302
Notes: A chapter from *Controlling the "out of control" costs of education: the critical changes* (D. Stewart); ISBN 0-913448-21-4; Book Four of the series on educational reform: *A change for instructional excellence*.

Abstract: This chapter is critical of the traditional assumptions and approaches in educational research to date. The chapter has the following sections: 1) introduction; 2) is educational research a scentific effort; 3) educational research models; 4) educational research and standardized (normed) tests; 5) the invalidity of standardized (normed) tests; 6) designing the results into research; 7) National Assessment of Educational Progress; and 8) summary. The author sees the lack of any common core objectives (and thus no common "ends value" of student learning) in education has resulted in the goal of researchers being influenced by the 'publish or perish' phenomenon. The author suggests the development of national, state, and local common core objectives as a solution.

Author: Windham, Douglas M.
Title: **Effectiveness indicators in the economic analysis of educational activities.**
Source/Publ.: International Journal of Educational Research, 12(6)
Page(s): 575-665 *Date/Year*: 1988 *Accession No.*: 264

Abstract: Topics related to the identification and use of effectiveness indicators in the economic analysis of education are discussed. These topics include the relation between economic concepts and educational production; the economic concept of utility; and the nature and use of input, process, output, and outcome indicators. (TJH)

Educational Reform and Improvement

Author: Adler, Mortimer J.
Title: **Reforming education: the opening of the American mind.**
Source/Publ.: Macmillan
Place of Publ.: New York
Page(s): 353p. *Date/Year*: 1988 *Accession No.*: 301
Notes: ISBN 0-02-500551-0 A collection of works of Mortimer Adler edited by Geraldine Van Doren;

Abstract: This book is a collection of 24 papers, from published and unpublished materials, by Adler on education spanning 1939 to 1989. Paideia (the general learning that should be possessed by all human beings) was a subject common to all essays. This is a program established by Adler in 1979. These papers are divided into 5 parts: 1) education in America - problems and principles; 2) liberal education and schooling; 3) teaching and learning; 4) thinking about moral values; and 5) Paideia: its inception and development.

Author: Blythe, Tina; Gardner, Howard.
Title: **A school for all intelligences.**
Source/Publ.: Educational Leadership, 47(7)
Page(s): 33-37 *Date/Year*: April 1990 *Accession No.*: 277

Abstract: The Harvard Project Zero research group has been examining the curriculum content issue through the lens of the multiple intelligences (MI) theory, which emphasizes humans' highly varied capacities. This article describes the MI theory, some related research projects, and the theory's implications for elementary and secondary education. Includes 11 references. (MLH).

Author: Boyd, John.
Title: **Equality issues in primary schools.**
Source/Publ.: Paul Chapman Publishing Ltd.
Place of Publ.: London, Great Britain
Page(s): 139p. *Date/Year*: 1989 *Accession No.*: 326
Notes: ISBN 1-85396-038-1

Abstract: The purpose of the book, according to the author, is to develop a critical and practical framework for primary teachers to plan and implement school-based equality policies. This is different from the implementation of innovations that are more clearly educational in nature because policies related to equality confront teachers with personal and professional value conflicts. Primary schools are focused on because of their strong socialization role. Because race and gender identification and stereotyping are established by the time the child enters school, interventions at the primary level have a better chance for counteracting some of the negative effects. The proposed model for equal-opportunities school-based innovation takes into account teacher, ancillary worker, school and local-authority factors. There are three stages: 1) debates over values, beliefs and differing interpretations between teachers and non-teaching staff; 2) a policy is formulated based on the agreed position; 3) the policy is implemented through curricular and resource renewal and innovation, and organizational changes.

Author: Brandt, Ron.
Title: **On restructuring schools: a conversation with Al Shanker.**
Source/Publ.: Educational Leadership, 47(7)
Page(s): 11-16 *Date/Year*: April 1990 *Accession No.*: 281

Abstract: As President of the American Federation of Teachers and a member of the National Board for Professional Teaching Standards, Shanker advocates fundamental changes in the ways educators do business. Educators should deemphasize teacher lecturing, differentiate teachers' roles and functions, and conceive of students as workers requiring different paths to the same goal. (MLH).

Author: Brickley, Dan; Westerberg, Tim.
Title: **Restructuring a comprehensive high school.**
Source/Publ.: Educational Leadership, 47(7)
Page(s): 28-31 *Date/Year*: April 1990 *Accession No.*: 278

Abstract: Describes the efforts of a Denver (Colorado) comprehensive high school to develop a "Direction 2000" plan to restructure its purposes, goals, and program. In the awareness and planning stages, participants listed the school's strengths, compiled a "why change"? list, and outlined 10 attributes of a restructured school. (MLH).

Author: Cuban, Larry.
Title: **Reforming again, again, and again.**
Source/Publ.: Educational Researcher, 19(1)
Page(s): 3-13 *Date/Year*: January-February 1990 *Accession No.*: 293

Abstract: Examines why instructional, curricular, and political reforms return again and again. Rejects the common explanation that reforms fail because of a lack of rational proposals and implementation, and suggests political and institutional causes. (FMW).

Author: Finn, Chester E. Jr.
Title: **The biggest reform of all.**
Source/Publ.: Phi Delta Kappan, 71(8)
Page(s): 584-592 *Date/Year*: April 1990 *Accession No.*: 283

Abstract: Inspired by Thomas S. Kuhn's (1970) book *The Structure of Scientific Revolutions*, this article redefines education. Under the old conception, education was viewed as a process and system, or an effort and intention. Education as newly defined changes the emphasis from inputs to outcomes. Only if the process succeeds will education have truly happened. Includes 15 references. (MLH).

Author: Finn, Chester E., Jr.
Title: **Education that works: make the schools compete.**
Source/Publ.: Harvard Business Review, 65(5)
Page(s): 63-68 *Date/Year*: September/October 1987 *Accession No.*: 318

Abstract: Although the US educational system offers a phenomenal amount of education to the public, nearly everyone remains dissatisfied with its quality. The author asserts that increasing the amount of funding will not yield the necessary gains. He suggests increasing parental choice (of schools) as one of the major strategies for increasing productivity. Others include: 1) focus public regulation of education on ends, not means; 2) install a feedback and accountability system; 3) let the schools manage themselves; 4) promote more imaginative school leadership; 5) open up the ranks of the teaching profession to more and varied people; 6) reward good performance and punish bad; 7) make better use of technology; 8) vary the school schedule and calendar; 9) mesh its various parts together; and 10) engage parents as well as schools.

Author: Kanter, Rosabeth. M.
Title: **When giants learn to dance: mastering the challenge of strategy, management, and careers in the 1990s.**
Source/Publ.: Simon and Schuster
Place of Publ.: Toronto, Ontario
Page(s): 415p. *Date/Year*: 1989 *Accession No.*: 342
Notes: ISBN 0-671-61733-8

Abstract: The author observes that there is a far-reaching revolution taking place in business management. She refers to the revolution as "post-entrepreneurial" because it takes entrepreneurship and "applying these principles to the traditional corporation, creating a marriage between entrepreneurial creativity and corporate discipline, cooperation, and teamwork" (p.10). The book is divided ito three parts: 1) Competing in the corporate olympics; 2) Doing more with less: strategies for post-entrepreneurial management; 3) Jobs, money, people: consequences of the post-entrepreneurial revolution. It concludes with a chapter on "Beyond the cowboy and the corpocrat: a call to action" where she urges organizations to move away from bureaucracy and toward synergy, partnership, and innovation in order to bring the society closer to the ultimate long-term achievement of a sustainable competitive economy.

ERIC Document: ED314820
Author: Lewis, Anne.
Title: **Restructuring America's schools.**
Source/Publ.: American Association of School Administrators
Place of Publ.: Arlington, VA
Page(s): 250p. *Date/Year*: 1989 *Accession No.*: 258
Notes: ISBN 87652-145-6

Abstract: In 11 chapters, this book objectively looks at school restructuring on the basis of prominent reports on education; materials submitted by local schools and school systems; results from the AASA (American Association of School Administrators) survey; and interviews with local school leaders, prominent reformers, as well as several state and national organization representatives. Chapter 1 defines "restructuring." Chapter 2 examines restructuring within the context of current educational reform literature. Chapter 3 furnishes the philosophical bases of restructuring. Chapter 4 articulates teachers' views toward restructuring. Chapter 5 discusses the role of the business community in the effort to restructure US public education. Chapter 6 describes the role of university involvement in school restructuring. State policies regarding major educational reforms, the subject of Chapter 7, have experienced a restructuring of their own, as they have evolved from proscriptive measures to those that enable school-site change. A discussion of the complexities and impact of school restructuring on school districts is the focus of chapter 8. Chapter 9 centers on the decisionmaking process in the restructuring effort. Chapters 10 and 11 discuss coping with change once restructuring takes place; suggest that the changed work environment requires new ways and means for leaders, supervisors, teaching staff, and students to perform effectively in new surroundings; and offer change strategies to assist school personnel to adapt to restructuring efforts. (JAM)

Author: MacPhail-Wilcox, Bettye; Forbes, Roy; Parramore, Barbara.
Title: **Project Design: reforming structure and process.**
Source/Publ.: Educational Leadership, 47(7)
Page(s): 22-25 *Date/Year*: April 1990 *Accession No.*: 279

Abstract: A quiet revolution is underway in six North Carolina schools involved in Project Design—an innovative school restructuring process that is developmental, reasonable, professional, and educationally relevant. The voluntary program features multiple changes in the distribution of time, work responsibilities, decision authority, status, students, and resources. (MLH).

Author: Magnusson, Kris; Osborne, John.
Title: **The rise of competency-based education: a deconstructionist analysis.**
Source/Publ.: The Journal of Educational Thought, 24(1)
Page(s): 5-13 *Date/Year*: April 1990 *Accession No.*: 321

Abstract: The authors present a deconstructionist perspective of Competency-Based Education (CBE) technology. First, the historical context for CBE growth is traced with an emphasis on political and philosophical considerations. This context is then used as a focal point for identifying the mechanisms of power and knowledge that form the constituent elements of CBE technology. The authors conclude with a discussion of the impact of the implementation of CBE technology at the present, institutional, and social levels. (authors/journal)

Title: **Schools for success: a vision for public education in Maryland.**
Institution: Maryland State Department of Education
Place of Publ.: Baltimore, MD
Page(s): 11p. *Date/Year*: October 1990 *Accession No.*: 373
Notes: See also: *Maryland school performance report, 1990 - state and school systems.*

Abstract: This report outlines the reform initiatives of the Maryland Department of Education. Schools, school systems, and the state are held accountable for the success of all students. Some of the proposed reform strategies are: (1) more rigorous standards and training for educators in order to improve the quality of staff; (2) expanded early intervention services for children at risk (through coordination with related social agencies); (3) mandatory kindergarten for all 5-year-olds and pre-kindergarden programs for disvantages 4-year-olds; (4) more rigorous high school graduation requirements; (5) mandatory attendance to age 18 (or graduation); (6) increased school year from 180 to 200 days; (7) flexible school scheduling; (8) stronger focus on mathematics, science, and technology; (9) increased parental involvement; and (10) funding reforms to ensure greater equity.

Author: McConaghy, Tom.
Title: **Curriculum reform in Saskatchewan.**
Source/Publ.: Phi Delta Kappan, 71(6)
Page(s): 493-495 *Date/Year*: February 1990 *Accession No.*: 303

Abstract: This short article summarizes curriculum reform in Saskatchewan in the 1980s. A 24-member advisory committee consisting of stakeholder groups was charged, in 1981, with informing and surveying the public, commissioning studies, and drawing up recommendations. The report, *Directions*, was released in 1984 after 3 years of consultation with the public and various education groups. The major recommendation was for Saskatchewan to establish a core curriculum spanning kindergarten to grade 12. The core curriculum has two components: common essential learnings (CELs) and required areas of study. The CEL has 6 areas of concentration that are considered a foundation for learning in all school subjects: communication; numeracy; critical and creative thinking; technological literacy; personal and social values and skills; and independent learning. The government has a 10-year timetable for implementing the core curriculum.

Author: Moore, Robert.
Title: **Education, production and reform.**
Source/Publ.: The Falmer Press
Place of Publ.: New York
Page(s): 99-130 *Date/Year*: 1988 *Accession No.*: 297
Notes: In Hugh Lander and Phillip Brown (eds.), *Education: in search of a future*. ISBN 1-85000-406-4

Abstract: This chapter is concerned with those continuities and the interrelationship between sociological theorizing and socialist education strategy in the wake of the collapse of the postwar settlement. It is also concerned with what is felt to be a fundamental rupture with the current situation which demands that these paradigmatic assumptions be explicated and critically assessed. This is necessary in order to re-assess, from a socialist perspective, the reforming of education and the reforming role of education. The first section reviews the changes in the analysis of education's role in social reform and in estimations of its capacity to bring about socially significant change. The author then looks at two major sources of structural discontinuity between the educational and occupational systems which, he suggests, fundamentally limit the capacity of educational reform to reform society (at least in the ways envisaged by the model) and also imply the need for a radical retheorization of the education/production relationship in sociology. Finally, the author considers some of the implications of this for socialist thinking about education and reform and for sociological theorizing. (author)

Author: Odden, Allan.
Title: **The educational excellence movement: politics and impact: an essay review.**
Source/Publ.: Economics of Education Review, 8(4)
Page(s): 377-381 *Date/Year*: 1989 *Accession No.*: 257

Abstract: Reviews three books on the educational excellence movement: *Excellence in education* (D.P. Doyle and T.W. Hartle); *The politics of excellence and choice in education* (W.L. Boyd and C.T. Kerchner) and *Managing educational excellence* (T.B. Timar and D.L. Kirp). These books are not about the movement's implementation and impact, but focus on its enactment and adoption. (11 references) (MLH)

Author: O'Neil, John.
Title: **Piecing together the restructuring puzzle.**
Source/Publ.: Educational Leadership, 47(7)
Page(s): 4-10 *Date/Year*: April 1990 *Accession No.*: 282

Abstract: Changes geared toward enhancing student success occurring in certain Miami, Minneapolis, and New York City schools capture the essence of educational restructuring. A complete overhaul of curriculum and instruction, authority and decision-making practices, staff roles, and accountability systems is necessary—especially in inner-city schools. Includes eight references. (MLH).

Author: Palazzi, Lynda K.
Title: **Education needs radical reorganization.**
Source/Publ.: The Canadian School Executive, 9(6)
Page(s): 3-6 *Date/Year*: December 1989 *Accession No.*: 299

Abstract: The author suggests that the return to the basics and standardized testing are not acceptable solutions for solving the problems in education. Speaking to a business audience in Ontario, the author proposes the following changes: 1) organizational changes (eg, schools should be operated year-round; schools should incorporate within their programs a wider range of activities/ programs such as day-care centres, senior citizen drop-in centres, adult re-education programs, on-going cooperative partnerships with local business, liaisons with unions and industry to ensure that schools are providing current technology and skills for the students); and 2) school-industry collaboration to assist in the necessity for life-long learning (most jobs will be restructured at least once every 7 years; and 3 out of 4 jobs will require some education or technical training beyond high shool). The author challenges the business community to join with educators to invest both intellectually and financially in the educational system.

Author: Seeley, David S.
Title: **Carrying school reform into the 1990s.**
Source/Publ.: The Education Digest, 55(9)
Page(s): 3-6 *Date/Year*: May 1990 *Accession No.*: 332

Abstract: The author discusses the momentum of the educational reform movement that began in the 1980s. The major focus in the first part of the 1980s was on the upgrading of standards, such as increasing requirements for graduation from high schools. The second focus that emerged in the mid 1980s was the professionalization of teachers. Towards the end of the 1980s, there was an increasing involvement of the business community in education, calling for deep structural changes (not just reform but revolution). The author identifies two basic assumptions underlying these reforms: success for all children, and the shift toward a collaborative model (where all stakeholder groups work together). He is optimistic that once everyone (including politicans) has agreed on these assumptions, the reform momentum will continue into the 1990s.

ERIC Document: ED316940
Author: Skilbeck, Malcolm.
Title: **Curriculum reform: an overview of trends.**
Institution: Organisation for Economic Cooperation and Development(OECD); Centre for Educational Research and Innovation.
Source/Publ.: OECD Publications and Information Centre
Place of Publ.: Paris, France
Page(s): 94p. *Date/Year*: 1989 *Accession No.*: 285
Notes: ISBN-92-64-13311-9.

Abstract: This publication provides a systematic and comprehensive overview of major developments within and across the Organisation for Economic Co-Operation and Development countries in strategic approaches to curriculum planning and the principles governing the organization of learning in schools. The report concludes the initial phase of the Centre for Educational Research and Innovation Project on Curriculum Reform and School Effectiveness. The study comprised national returns from a structured questionnaire, expert colloquia, and a selected literature review. The first three of eight chapters within this book address context, changes in administrative relationships and control, and general curriculum issues and pedagogical developments in the compulsory years of schooling. In chapter 4, the emphasis moves toward what are virtually universal concerns, namely the structure, content, and organization of the core curriculum. Chapters 5 and 6 focus on developments in curriculum and pedagogy that are characteristic of either the primary or the secondary stage of schooling, including those that are transitional between the two. Chapter 7 examines the process of curriculum development and pedagogical reform and the potential dichotomy between professional freedom and tightly drawn evaluation and assessment procedures. The appendices provide a framework for the preparation of reports on curriculum reform in OECD countries (including questions), as well as a list of responding reports giving country, title, and author. (52 references) (KM).

Author: Spillane, Robert R.
Title: **Decades of change: decade of challenge.**
Source/Publ.: Vital Speeches, 57(3)
Page(s): 91-96 *Date/Year*: November 15, 1990 *Accession No.*: 372

Abstract: The author presents a brief overview of the history of educational reform in the United States, starting from the 1900s. Despite these reforms, the author feels that the essential questions have not been answered well: (1) what schools should be expected to do, (2) what their graduates should have learned, and (3) whether there should be different educational goals for different groups of students. He asserts that the setting of the six national educational goals was an important effort to establish performance standards for students. Quality control over the education of students can be achieved by ensuring high standards of professional competence for teachers and principals. The author disagrees with the perception that schools are doing a poor job; he asserts that it is the society that has deteriorated (increased crime rates, drug problems, etc). Although the schools have a moral responsibility to dispel ignorance, it is not up to the schools alone to fix these societal problems.

Author: Vickery, Tom Rusk.
Title: **ODDM: a workable model for total school improvement.**
Source/Publ.: Educational Leadership, 47(7)
Page(s): 67-70 *Date/Year*: April 1990 *Accession No.*: 271

Abstract: New York's Johnson City Central School District adopted the teacher support. Includes seven references. (MLH).

Author: Zatko, Gary.
Title: **The Alberta startegy for educational reform: balancing inputs, processes, and results.**
Institution: Alberta Education
Source/Publ.: Planning and Information Services
Place of Publ.: Edmonton, Alberta
Page(s): 32p. *Date/Year*: 1990 *Accession No.*: 346
Notes: Paper presented at the annual meeting of the American Educational Research Association, Boston, April, 1990.

Abstract: Efforts to achieve a more balanced approach among inputs, processes and results represent a major shift in Alberta value systems, programs, planning, information systems, reporting procedures, and the language of discussions. Maintaining the reform initiative has required educators and politicians to remain committed to reform goals over a long period of time, sometimes under extreme pressure to back off. This initial assessment of the progress toward achieving a more balanced approach among inputs, processes, and results leads to the conclusion that tangible and significant deliverables are "around the corner" in the next two to four years. But the resolve and ability of the status quo to return rapidly should not be underestimated should a few strategic errors in the reform efforts be made. However, it is suggested that the reform initiatives are starting to create a new status quo which will represent a new set of values, including being a more friendly system that is more open to fresh ideas from any source that could help students. At the same time, the new status quo will be a tough, demanding system because of the rigor that good information on results will bring to the decision making process. The educational system is starting to internalize these new values. The agenda for education has changed, and the infrastructure for reform has been built and it remains solidly in place. (author)

Family/Socioeconomic Factors

Author: Harris, Irving B.
Title: **Education: does it make any difference when you start?**
Source/Publ.: Vital Speeches, 56(12)
Page(s): 371-375 *Date/Year:* April 1, 1990 *Accession No.:* 305

Abstract: The author presents evidence concerning the impact of early life (prenatal) experiences for later learning potential. He argues that much learning and development has already occurred by age 4 years. "As a nation [USA], we fail to do enough for our children, early enough, to make a lasting difference in their later lives" (p.372). He estimates that of the 3,800,000 babies born in 1989, about 880,000 of them will be considered high risk, having little prospect for optimal development. He urges the univeral application of preventative programs such as Head Start. He regrets that while the country is willing to spend $350 billion for education from ages 6 and up, it is not willing to expend more money in early education/intervention. Health and educability are intricately interwined. Suggestions include improving prenatal care and education, and decreasing the teenage pregancy rate. He concludes with a quote from a book, *Responsible Parenthood* (by G.W. Kliman and A. Rosenfeld) that "all children are everyone's children... and all adults, in addition to being the specific rearers of their own biological offspring (or those they choose to adopt), are in a real sense surrogate parents for all children" (Harris, p.375).

Author: Song, In-Sub; Hattie, John.
Title: **Home environment, self-concept, and academic achievement: a causal modeling approach.**
Source/Publ.: Journal of Educational Psychology, 76(6)
Page(s): 1269-1281 *Date/Year:* 1984 *Accession No.:* 362

Abstract: Through the use of structural equation modeling, this study investigated the relation between home environment, self-concept, and academic achievement. It was found and cross-validated over four samples of 2,297 Korean adolescents that self-concept is a mediating variable between home environment and academic achievement. The results did not support the commonly held view that home environment exerts direct effects on academic achievement. Social status indicators have indirect effects on self-concept via family psychological characteristics. In terms of self-concept, academic self-concept affected academic achievement more strongly than did presentation of self or social self-concept. (authors/journal)

School/School Administration Effectiveness

Author: Aronstein, Laurence W.; Marlow, Marcia; Desilets, Brendan.
Title: **Detours on the road to site-based management.**
Source/Publ.: Educational Leadership, 47(7)
Page(s): 61-63 *Date/Year*: April 1990 *Accession No.*: 273

Abstract: A Bedford, Massachusetts, middle school lived through a series of critical incidents while moving into site-based management. Flaps developed over minute-taking responsibilities in faculty meetings and a student exchange arrangement with an inner-city middle school. A "pyramiding" process to close the communication gap helped maintain mutual trust. (MLH).

Author: Brown, Daniel J.
Title: **Does decentralization enhance both efficiency and equality?**
Source/Publ.: The Canadian School Executive, 10(1)
Page(s): 22-23 *Date/Year*: May 1990 *Accession No.*: 329

Abstract: This article reports the results of a 5-year study of school-based management of the following school districts: Edmonton Public School District; three districts from British Columbia (Langley, Peace River North, Fort Nelson); and Cleveland, Ohio. Interview results suggest that school personnel welcome the control given. Resources tended to be allocated more equitably, such as equality of access for students (with the "dollars follows the child" formula). Decentralization increased efficiencies within the schools and increased cost consciousness.

Author: Card, David; Krueger, A.
Title: **Does school quality matter? Returns to education and the characteristics of public schools in the United States.**
Institution: National Bureau of Economic Research
Place of Publ.:: Cambridge, MA
Page(s): 70p. *Date/Year*: 1990 *Accession No.*: 361
Notes: National Bureau of Economic Research (NBER) Working Paper No. 3358

Abstract: This paper estimates the effects of school quality (measured by the pupil-teacher ratio, the average term length, and the relative pay of teachers) on the rate of return of education for men born between 1920 and 1949. Using earnings data from the 1980 Census, men who were educated in states with higher quality schools have a higher return to additional years of schooling, holding constant their current state of residence, their state of birth, the average return to education in the region where they currently reside, and other factors. A decrease in the pupil-teacher ratio from 30 to 25, for example, is associated with a 0.4 percentage point increase in the rate of return to education. The estimated relationship between the return to education and measures of school quality is similar for blacks and whites. Since improvements in school quality for black students were mainly driven by political and judicial pressures, it was argued that the evidence for blacks reinforces a causal interpretation of the link between school quality and earnings. Returns to schooling are higher for students educated in states with a higher fraction of female teachers, and in states with higher average teacher education. Holding constant school quality measures, however, the authors found no evidence that parental income or education affects state-level rates of return. (authors)

Author: Driscoll, Mary Erina.
Title: **The formation of community in public schools: findings and hypotheses.**
Source/Publ.: Administrators' Notebook, 34(4)
Page(s): 4p. *Date/Year*: 1990 *Accession No.*: 339
Notes: This is a summary of the following report: Bryk, A.S. & Driscoll, M.E. (1988). *The high school as community: contextual influences and consequences for students and teachers.* Madison, WI: National Center on Effective Secondary Schools.

Abstract: There are three core components to the development of a sense of community in a school: 1) a system of shared values that is commonly understood by members of the community; 2) a common agenda of activities, fostering relationships among school members; and 3) a teacher's role is characterized by collegiality and a diffused set of responsibility that extends beyond the classroom duties. An index of communal school organization (COMINDEX) is the first attempt at measuring the school-as-a-community construct. Based on a sample of 357 schools, the two strongest predictors are school size (bigger, lower sense of community) and school social class (more affluent, higher sense of community). Affluent suburban public schools seem to be able to achieve a sense of community despite their large size.

Author: English, Fenwick W.; Hill, John C.
Title: **Restructuring: the principal and curriculum change.**
Institution: National Association of Secondary School Principals
Place of Publ.: Reston, Virginia.
Page(s): 24p. *Date/Year*: 1990 *Accession No.*: 330
Notes: A report of the NASSP Curriculum Council.

Abstract: The principal, as a generalist, can raise important questions about the totality of the curriculum in the area of curriculum reform. Restructuring the curriculum of secondary schools is more than rearranging the existing courses into new strands or clusters. The authors propose a spider web model for restructuring: structural changes are needed in time/space relationships, scheduling approaches, and teacher practices. They see the principal as the prime catalyst in bringing all the interested parties together in a collaborative manner.

Author: Feistritzer, Emily.
Title: **Profile of school board presidents in the US.**
Institution: The National Center for Education Information
Place of Publ.: Washington, DC
Page(s): 86p. *Date/Year*: 1989 *Accession No.*: 379

Abstract: The report presents the results from the survey of 1,217 school board presidents in April, 1989. The following are selected findings: (1) two-thirds of those surveyed opposed to the concept of parental choice (where parents have the power to choose the schools their children will attend); (2) the respondents identified lack of financial support as the biggest problem facing education; (3) they strongly support paying teachers on the basis of performance; and (4) the presidents identified program improvement as the top priority for superintendents.

Author: Fetler, Mark.
Title: **School dropout rates, academic performance, size and poverty: correlates of educational reform.**
Page(s): 19p. *Date/Year*: 1989 *Accession No.*: 289
Notes: Paper presented at the annual meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

Abstract: Educational policy makers have questioned the effects of school reform on at-risk students and suggested that higher academic standards may be associated with greater numbers of dropouts. This study examines school average dropout rates for two consecutive years in conjunction with percent aid to families with dependent children (AFDC), total enrolment, academic achievement, and academic course enrolments for all of California's regular public high schools. The data reflect the 1985-86 and the 1986-87 school years. Most of the high schools involved contain grades 9 and above, but they may infrequently include grades 7 and 8 as well. Both percent AFDC and total enrolment were associated with higher dropout rates. Higher achievement was associated with lower dropout rates even after statistically controlling percent AFDC and total enrolment. The year-to-year stability of school dropout rates and their correlations with other study variables were assessed. The findings suggest that school effectiveness measures that result in higher achievement may also enhance the effectiveness of dropout treatment programs. Three tables and one figure present dropout information. (Author/SLD)

Author: Freiberg, H. Jerome; Prokosch, Neil; Treister, Edward S.; Stein, Terri.
Title: **Turning around five at-risk elementary schools.**
Source/Publ.: School Effectiveness and School Improvement, 1(1)
Page(s): 5-25 *Date/Year*: 1990 *Accession No.*: 378

Abstract: This article presents a description of an instructional management system called Consistency Management and its implementation in five urban elementary schools in Texas. The five schools were identified in 1986 by the Texas Education Agency as ranking in the lowest 5 percent of all elementary schools taking the state mandated Texas Education Assessment of Minimal Skills (TEAMS). An analysis of the program indicates that the five schools significantly improved their TEAMS test scores from 1985/86 to the 1987/88 school year in mathematics, reading, and writing. When compared to a matched set of elementary schools, the Consistency Management schools increased 17 percent in the percent passing the TEAMS while the non-program schools decreased 2 percent passing during the 1987/88 school year. When the students of teachers trained in the program were compared with students of untrained teachers, based on the Metropolitan Achievement Tests (MAT6) and the TEAMS, the program (experimental) group scored significantly higher (beyond the $p<.01$ level) in total language, total reading, social studies, science, and total mathematics, and in mathematics and writing on the TEAMS. Additionally, discipline referrals were reduced and a series of structured interviews of the five principals and nineteen teachers indicated that the program had direct transfer to the classroom. This study disaggregated the school achievement data to determine the influence of training on teachers who were inserviced in the program against those teachers from matched schools who were not trained in this specific program but received other similar services from the district. Qualitative data derived from structured interviews of principals and teachers from the five schools provided a broader understanding of the results and issues faced by principals, teachers, and their students (authors/ journal).

Author: Fullan, Michael G.; Newton, Earle E.
Title: **School principals and change processes in the secondary school.**
Source/Publ.: Canadian Journal of Education, 13(3)
Page(s): 404-422 *Date/Year*: Summer 1988 *Accession No.*: 295

Abstract: Case studies of three urban high-school principals provide insights into events that affected the adoption and implementation of the 4MAT system of classroom instruction for two years. The principals' roles as managers, strategies for involvement, sources of pressure and support, and roles of teachers and district personnel are emphasized. (TJH)

Author: Glasser, William.
Title: **The quality school.**
Source/Publ.: Phi Delta Kappan, 71(6)
Page(s): 424-435 *Date/Year*: February 1990 *Accession No.*: 256

Abstract: Student performance will continue to drop as long as traditional school management telegraphs the message that low-quality work is acceptable. Nothing of high quality, including school work, can be measured by standardized machine-scored tests. By using control theory, both student and teacher workers can be more effectively managed without coercion. Includes four references. (MLH)

Author: King, Allan; Peart, Marjorie.
Title: **The good school.**
Source/Publ.: Ontario Secondary School Teachers' Federation
Page(s): 185p. *Date/Year*: 1990 *Accession No.*: 365

Abstract: This document reports on the findings of a 6-year study sponsored by the Ontario Secondary School Teacher's Federation. The study, conducted by a Queen's University research team, surveyed 60,000 students and 10,000 teachers about their experiences and examined 14 schools in detail. The following are characteristics of a good school: 1) strong leadership; 2) caring student-teacher relationships; 3) broad extracurricular program; 4) student services; and 5) sound curriculum. As schools respond to change, the authors suggest teachers and administrators use the following guidelines: 1) establish goals on a regular basis for classes and for the school; 2) involve in deliberation all those who might be affected by a change in education policy; 3) maintain a school-wide set of policies and procedures for responding to change; and 4) examine how other schools are responding to change.

Author: Lagerweij, Nijs A.J.; Voogt, Janna C.
Title: **Policy making at the school level: some issues for the 90s.**
Source/Publ.: School Effectiveness and School Improvement, 1(2)
Page(s): 98-120 *Date/Year*: 1990 *Accession No.*: 377

Abstract: In this article, we discuss how central governments can promote the development of policy at the school level which will lead to quality improvement. The development of school level policy does not mean abandoning the role of central government as a driving force in school improvement, which would clearly be unacceptable in many countries. Instead, it may mean a change in the relationship between policy making at different levels. The main question is: under which conditions can schools develop their own policy that permits them to coordinate and act in unity, but which also fits in the framework of central government policy makers, or that of professional educators working within schools? In this article we choose the latter perspective. We examine the factors that confront school level policy makers and the ways in which they can deal with them. Our intention is to provide a framework for policy action at the school level, within the assumption that there is a national government policy direction (authors/journal).

Author: Lam, Y.L. Jack.
Title: **Toward the construction of a school environment instrument: a conceptual framework.**
Source/Publ.: Canadian Journal of Education, 10(4)
Page(s): 362-382 *Date/Year*: Fall 1985 *Accession No.*: 291

Abstract: Based on current literature, this article proposes a two-dimensional matrix consisting of factors extracted from domains having constraining effects on school operation and of environmental attributes that conceivably describe those external factors identified. An instrument capable of constructing graphic representation of constraint sizes is generated from the model. (Author/LMO)

Title: **Effective schooling practices: a research synthesis 1990 update.**
Source/Publ.: Northwest Regional Educational Laboratory
Place of Publ.: Portland, OR
Page(s): 29p. *Date/Year*: April 1990 *Accession No.*: 337

Abstract: This is an updated report of the publication of 1984. The assertions made in this update are based on review of approximately 800 research studies and summaries. The report focuses on the following topics: 1) school effects (to identify schoolwide practices that help students learn); 2) teacher effects (to identify effective practices); 3) instructional leadership (to identify how principals and other leaders support teaching and learning); 4) curriculum alignment (to identify alternative methods of organizing and managing curriculum); 5) program coupling (to identify interrelationships among practices used at the different levels); and 6) educational change (to identify conditions and practices that promote significant and durable change in educational programs).

Author: Oakes, Jeannie; Lipton, Martin.
Title: **Making the best schools: a handbook for parents, teachers, and policymakers.**
Source/Publ.: Yale University Press
Place of Publ.: Binghamton, NY
Page(s): 303p. *Date/Year:* 1990 *Accession No.:* 324
Notes: ISBN 0-300-04651-0

Abstract: This handbook has been written to provide the perspectives, knowledge, and values that the authors believe are necessary to make the best of schools. The authors feel that parents cannot easily find the information they need to feel competent and confident to guide their children through schools. Well-informed parents are among the strongest allies for teachers and policy makers because they help to smooth innovation and reform. The book is divided into the following chapters: 1) Wrestling with tradition: an introduction to the school culture (pp.1-28); 2) Learning: the business of schools (pp.29-55); 3) Classrooms: where children learn (pp.56-80); 4) What children should learn: the academics (pp.81-108); 5) The other basics (pp.109-126); 6) Making the grade: evaluation, testing and grading (pp.127-153); 7) Tracking: an old solution creates new problems (pp.154-173); 8) Children with special needs: different and not always equal (pp.174-206); 9) Home support for learning (pp.207-234); 10) Helping with schoolwork (pp.235-265); 11) Getting involved at school: the trouble worth taking (pp.266-285); and 12) What's next? A cultural shift in schools (pp.286-302).

Author: Oakes, Jeannie.
Title: **What educational indicators: The case for assessing school context.**
Source/Publ.: Educational Evaluation and Policy Analysis, 11(2)
Page(s): 181-199 *Date/Year:* 1989 *Accession No.:* 345

Abstract: A number of current federal and state efforts are attempting to create educational indicator systems in the hope that these systems will improve the monitoring of the condition of education, inform policy decisions, and provide better accountability mechanisms. This article argues that valid and useful indicator systems will include assessments of school context as well as of student outcomes. Context indicators can be used to monitor schooling resources and processes; they may help forestall educators' tendency to narrow their programs in order to "look good" on limited outcome measures; and they can provide information about the context in which particular outcomes are achieved. A review of the schooling literature suggests three general constructs that can serve as grounding for developing school context indicators: access to knowledge, press for achievement, and professional teaching conditions. (author/journal)

ERIC Document: ED297480
Author: Paulu, Nancy.
Title: **Experiences in school improvement: the story of 16 American districts.**
Source/Publ.: Office of Educational Research and Improvement
Place of Publ.: Washington, DC
Page(s): 92p. *Date/Year*: August 1988 *Accession No.*: 266

Abstract: This booklet describes the results of *Project Education Reform*, a partnership involving the U.S. Department of Education, 8 state governors, and 16 school districts—2 in each participating state—representing a cross-section of the nation. It was generally agreed that a good basis for needed educational changes were the 13 recommendations contained in *Time for Results*, the 1986 report of the National Governor's Association. Each of the 16 school districts was asked to select at least 3 of the 13 areas in which they would create innovative programs and carry out reforms. Methods considered for improving schools included: designing plans for student evaluation, developing ways to evaluate principals, and involving parents more actively in their children's education. The first part of this report is an overview of the project that discusses the background, lists the 13 recommendations, summarizes the reforms in each district, and then discusses the superintendent's role in reform: building trust, developing plans for reform, communicating the plans, and carrying them out. Also discussed are barriers to reform, such as lack of time and competing priorities, money constraints, state and federal laws and regulations, too great reliance on tests, problems with teachers' unions, problems with size in large districts, negative community attitudes, negative staff attitudes, inadequate facilities, and lack of leadership continuity. The overview concludes with a discussion of the federal/state/district partnership and the results of the project in general. Site reports from each of the 16 school districts follow. The districts are: Arkansas (Little Rock and Springdale), Colorado (Mapleton and Montrose), Missouri (Columbia and Independence), New Hampshire (Timberland and White Mountains Regional School Districts), New Jersey (Paramus and Union), South Carolina (Orangeburg and Spartanburg), Tennessee (Memphis and Oak Ridge), and Utah (Provo and Salt Lake City). The report concludes with 15 recommendations from the participating superintendents. (TE)

Author: Sambs, Charles E.; Schenkat, Randy.
Title: **One district learns about restructuring.**
Source/Publ.: Educational Leadership, 47(7)
Page(s): 72-75 *Date/Year*: April 1990 *Accession No.*: 270

Abstract: Restructuring jelled for Winona, Minnesota schools while staff struggled to meet two major tenets: (1) all students can succeed; and (2) schools control the conditions of success. Instituting site-based management and a vision statement was not enough. Steps were taken to communicate the vision, develop successful pilot projects, and empower staff. Includes 12 references. (MLH).

ERIC Document: ED312303
Author: Scheerens, Jaap.
Title: **School effectiveness research and the development of process indicators of school functioning.**
Source/Publ.: School Effectiveness and School Improvement, 1(1)
Page(s): 61-80 *Date/Year*: 1990 *Accession No.*: 334

Abstract: Educational systems can quite easily be described in terms of a context-input-process-output model. Likewise systems of educational indicators - that is, statistics on key aspects of educational systems that are of evaluative relevance - can be categorized as context, input, process and output indicators. The rationale for selecting the process indicators was to look for those school and teaching characteristics that are positively associated with educational achievement. The research literature on school and teacher effectiveness is the most relevant for this. An attempt has been made to formulate a comprehensive model of school and teaching effectiveness and to use this as the basis for a list of the most promising process indicators. Some of the key process variables that are proposed include: stimulating environmental factors, achievement oriented policies, educational leadership, amount of instruction, learning opportunities, structured teaching, collaborative planning, and evaluative potential of schools. The problems of constructing and using process indicators based on these variables are discussed from the perspectives of macro, meso- and micro-level applications of educational indicator systems. (author/journal)

ERIC Document: ED316918.
Author: Smith, Stuart C.; Scott, James J.
Title: **The collaborative school: a work environment for effective instruction.**
Institution: ERIC Clearinghouse on Educational Management; National Association of Secondary School Principals.
Source/Publ.: Office of Educational Research and Improvement
Place of Publ.: Washington, DC
Page(s): 85p. *Date/Year*: 1990 *Accession No.*: 286
Notes: ISBN-0-86552-092-5

Abstract: The benefits of a collaborative work setting - including such practices as mutual help, exchange of ideas, joint planning, and participative decision-making - have been consistently confirmed by studies of effective schools and successful businesses. However, teacher isolation remains the norm. Drawing on recent research and educators' firsthand experiences, this book explores the benefits of collaboration, describes various collaborative practices and programs already occurring in schools, and shows how these practices can be introduced using currently available resources. As chapter 1 shows, collaboration has no single model and can occur in formal programs or informally among a few faculty members. Collaboration cannot be imposed from above, but depends on educators' voluntary efforts at self-improvement through teamwork. Collaborative schools foster help-related exchange, harmonize teachers' professional autonomy and principals' managerial authority, and convert teacher accountability to a self-policing policy. The second chapter shows the costs of self-imposed, professionally sanctioned teacher isolation, as contrasted with the benefits of collaboration, including increased professional development opportunities, improved student cooperation, and a more collegial learning environment. The third chapter surveys current collaborative practices in such areas as school improvement, professional development, teacher evaluation, and school decision-making. Chapter 4 shows that developing new practices is itself a collaborative process involving all school professionals. Strategies are suggested for principals desiring to encourage collaboration and for comprehensive and modest undertakings. Policy makers' promotion of instructional leadership might help principals create a truly professional teaching environment. (84 references) (MLH).

Author: Strauber, Sandra K.; Stanley, Sara; Wagenknecht, Carl.
Title: **Site-based management at Central-Hower.**
Source/Publ.: Educational Leadership, 47(7)
Page(s): 64-66 *Date/Year*: April 1990 *Accession No.*: 272

Abstract: In 1984, the faculty of an Ohio inner-city high school was charged by district administrators with developing a school improvement plan to involve teachers in decision-making. The result was a faculty senate, complemented by a curriculum council. Yearly plans and five-year goals were also instituted, along with a changing role for the principal. (MLH).

Author: Stringfield, Sam; Teddlie, Charles.
Title: **School improvement efforts: qualitative and quantitative data from four naturally occurring experiments in phases III and IV of the Louisiana school effectiveness study.**
Source/Publ.: School Effectiveness and School Improvement, 1(2)
Page(s): 139-161 *Date/Year*: 1990 *Accession No.*: 336

Abstract: Phase III of the Louisiana school effectiveness study (LSES-III) was designed to provide rich, qualitative and quantitative data on the characteristics of more and less effective schools. Data were gathered on eight matched outlier pairs of schools. Unbeknownst to the authors at the beginning of LSES-III, four of the eight historically ineffective schools were engaged in school improvement effforts. None of these efforts was guided from the state or district. This provided an opportunity to observe improvement efforts which were of the "naturally occurring" (as opposed to externally developed, mandated or otherwise offered) variety. The four projects are described, complete with five-year follow-up data. The efforts are seen as falling along two dimensions: technical changes designed to raise achievement test scores; and efforts focused on a point along a continuum ranging from orderliness to excellence, and designed to raise students' academic achievement. Comparisons are made to more formally planned school improvement efforts. (authors/journal)

Author: Stronge, James H.
Title: **Managing for productive schools: the principal's role in contemporary education.**
Source/Publ.: NASSP Bulletin, 74(524)
Page(s): 1-5 *Date/Year*: March 1990 *Accession No.*: 284

Abstract: There is little evidence that student learning would be enhanced if principals were to ignore their broad-based management responsibilities in favor of a more narrowly focused orientation toward instruction. Principals must have a global view of the educational enterprise and direct their energies toward effective and efficient school management, including instruction. Includes 13 references. (MLH).

Teacher/Teaching Effectiveness

Author: House, Ernest R.; Mathison, Sandra; McTaggart, Robin.
Title: **Validity and teacher inference.**
Source/Publ.: Educational Researcher, 18(7)
Page(s): 11-15, 26 *Date/Year*: October 1989 *Accession No.*: 355

Abstract: The authors examine inferences made by a beginning teacher and illustrate that traditional notions of validity as presented by Cronbach and Cook and Campbell are inadequate for judging their validity. These traditional notions of validity depend on a regularity theory of causation, although Cronbach's and Cook and Campbell's particular conceptions are quite different. The relationships between causation and validity are discussed. A different theory of causation, an intentional theory of causation, is explicated. Such a view runs counter to the principles of regularity theory but makes intuitive sense and seems particularly sensible in understanding teachers' causal inferences. The authors advocate an expanded, pluralistic conception of validity that allows inferences made in a variety of ways to be valid. (authors/journal)

Author: Raebeck, Barry S.
Title: **Transformation of a middle school.**
Source/Publ.: Educational Leadership, 47(7)
Page(s): 18-21 *Date/Year*: April 1990 *Accession No.*: 280

Abstract: To create genuine teaching/learning environments, educators must use "pragmatic idealism" to balance disparate educational elements. A newly transformed Virginia middle school welcomes students at school entrances, has eliminated bells and tracking, uses a team teaching approach, holds numerous award assemblies, and incorporates plenty of action into daily schedules. (MLH).

Author: Wise, Arthur E.
Title: **Six steps to teacher professionalism.**
Source/Publ.: Educational Leadership, 47(7)
Page(s): 57-60 *Date/Year*: April 1990 *Accession No.*: 274

Abstract: Teacher professionalism and educational restructuring have the same goal—to make teachers more responsive to their students. To transform teaching into an authentic profession involves six changes: reforming teacher education and licensing, restructuring schools, reforming unions, improving accountability, and bettering salaries and working conditions. (MLH).

Cognitive Testing and Achievement

Author: Askling, Berit; Harnqvist, Kjell.
Title: **The NAEP Science Report Card: what does it report?**
Source/Publ.: Journal of Curriculum Studies, 22(1)
Page(s): 87-94 *Date/Year*: January-February 1990 *Accession No.*: 307
Notes: See also: Mullis, I. & Jenkins, L. (1988). *The Science Report Card: trends and achievement based on the 1986 National Assessment*. Princeton, NJ: Educational Testing Service.

Abstract: The authors reviewed the findings and the implications of the NAEP Science Report Card. They noted that the NAEP has been placed in a difficult situation where in the absense of a national curriculum, the test must necessarily rely heavily on higher-order thinking skills and ability-loaded items. This in effect measures student entry characteristics more than outcomes of education. When this is used for accountability, it creates a problem where: the "quality of teaching is then, to an unknown extent, being measured on the basis of which students entered classrooms and not from what the teachers did in the classrooms" (p.91). They concluded that assessment is "too delicate to be left solely in the hands of measurement experts and too powerful to be solely in the hands of politicians. Educational researchers, curriculum theorists, and classroom practitioners ought to have their voices more clearly heard in the assessment debate" (p.92). Assessment is at its best when it can be used to raise questions about the intentions and practices of education.

Author: Desforges, Charles.
Title: **Testing and assessment.**
Source/Publ.: Cassell Education Ltd.
Place of Publ.: London, Great Britain
Page(s): 121p. *Date/Year*: 1989 *Accession No.*: 325
Notes: ISBN 0-304-31711-X

Abstract: This book is part of the series, *Education Matters*, which addresses the impact of the 1988 Education Reform Act (in Great Britain) and the creation of the National Curriculum on national assessment programs. As part of the Act, there is compulsory national testing for children at ages 7, 11, 14, and 16. This book attempts to identify the strengths and weaknesses of the assessment programs. Chapter 1 describes the different decisions that might be made based on testing results (eg, allocating pupils to schools, choosing employees). Chapter 2 describes and evaluates the basic techniques of assessment (eg, essays, objective tests, oral work). Chapters 3 and 4 present the use of standardized testing. Chapter 5 presents the external examinations in Britain such as the General Certificate of Education A level. Chapter 6 deals with reforms in the public assessment system, such as the national testing at ages 7,11, and 14, and the use of student profiles for reporting achievement. The last chapter presents suggestions for using the information from tests for students and other stakeholder groups.

Author: Fortune, Jim C.; Forbes, Roy.
Title: **Utilization of evaluative information.**
Source/Publ.: Education, 103(2)
Page(s): 179-182 *Date/Year*: Winter 1982 *Accession No.*: 288

Abstract: Discusses the utilization of evaluative information in terms of the dimensions of evaluation, pitfalls of evaluation, and facts concerning useful evaluation. (AH).

Author: Hoge, Robert D.; Coladarci, Theodore.
Title: **Teacher-based judgments of academic achievement: a review of literature.**
Source/Publ.: Review of Educational Research, 59(3)
Page(s): 297-313 *Date/Year*: Fall 1989 *Accession No.*: 294
Notes: A version of this paper was presented at the annual meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

Abstract: Empirical literature on the match between teacher-based assessments of student achievement levels and objective levels of student learning is examined. Data on the relationship between the teacher's a priori judgment and student's actual achievement reflect the validity or accuracy of teacher-judgment measures. (SLD)

Author: Phillips, Gary W.; Finn, Chester E. Jr.
Title: **State-by-state comparisons can benefit education.**
Source/Publ.: Educational Leadership, 47(7)
Page(s): 43-45,47,50-53,55 *Date/Year*: April 1990 *Accession No.*: 275

Abstract: In 1992, the National Assessment of Educational Progress will assess math skills at fourth- and eighth-grade levels and reading skills among fourth graders. For the first time, the process will be designed to compare states. The historical background, rationale, and expected benefits of this new approach are summarized. Includes six references. (MLH).

Author: Ross, Kenneth N.; Postlethwaite, T. Neville.
Title: **Planning the quality of education: different information for different levels of decision-making.**
Source/Publ.: Prospects, 18(3)
Page(s): 315-331 *Date/Year*: 1988 *Accession No.*: 263

Abstract: Explores types of information which might be used in making decisions about the quality of education. Presents methods by which this information may be utilized to make decisions at various levels in the educational enterprise. Urges that quantitative techniques for gathering information be linked with decisions concerning the quality of education. (KO)

Author: Stewart, Donald M.
Title: **The assessment component of quality education.**
Source/Publ.: Vital Speeches, 56(18)
Page(s): 553-557 Date/Year: July 1, 1990 Accession No.: 313

Abstract: The author suggests that quality testing is an integral part of quality education. He lists what he sees as the priorities for testing in the 1990s (for the US): 1) children should remain the centre of the educational process, testing is only one element and must be integrated with creative teaching, a meaningful curriculum, and so on; 2) we must test what we value: thinking, reasoning, learning to learn, reading, writing, and mathematics skills; we need to measure outcomes and not rote learning; 3) testing should be placed in a diagnostic and supportive mode; it should be used to show the students what will be expected of them; 4) we need to develop a strategy for assessment at key points in the kindergarten-through-grade 12 learning process which may take the form of a very flexibly defined national curriculum; 5) multiple-choice testing should not be dismissed as there are important new advances in this area (such as computerized adaptive testing); 6) we need to explore new ways of incorporating current and future technologies such as the calculator and the computer into the testing process; and 7) we must use testing and test results responsibly, and whenever possible together with other modes of evaluation; tests should never be used to denigrate students, schools, or school systems. In education, assessment through testing is the key that provides all the stakeholder groups with the necessary information about student achievement and institutional effectiveness so that a high quality education can result.

Issues

Author: Alberta Education.
Title: **Educational Quality Indicators: methodological considerations.**
Institution: Alberta Education
Source/Publ.: Corporate and Fiscal Planning
Place of Publ.: Edmonton, Alberta
Page(s): 81p. *Date/Year*: September 1990 *Accession No.*: 352
Notes: ISBN 0-7732-0523-3

Abstract: This report is the second in the series of technical support documents for the EQI initiative. The report is divided into three parts. Part One presents the rationale for a balanced approach to using quantitative and qualitive methodologies because both types of data are desired to fully represent the various aspects of schooling. It also identifies parallel criteria for judging quantitative and qualitative studies. Part Two presents some of the issues and considerations in working with quantitative data. Topics range from the type of scores used to some of the technical aspects of reporting individual and grouped data. Part Three provides an overview of qualitative methodology. The different stages (from planning to data collection and interpretation) of a qualitative study are presented.

Source/Publ.: **The Alberta Journal of Educational Research, 34(1)**
Page(s): 1-97 *Date/Year*: March 1990 *Accession No.*: 327
Notes: Please note that these articles have not been individually abstracted.

Abstract: This issue contains nine articles (and one editorial) dealing with classroom assessment. Following is the list of articles: 1) Classroom processes in evaluating student achievement (pp.4-17; Wilson, R.J.); 2) "Administrative response to classroom testing data: a problem solving perspective" (pp.18-34; Nagy, P; Moorhead, R.); 3) "From a horizontal to a vertical method of integrating educational diagnosis with classroom assessment" (pp.35-44; Dassa, C.); 4) "Measurement and evaluation practices of British Columbia Science teachers" (pp.45-51; Bateson, D.J.); 5) "Current educational climate in relation to testing" (pp.52-64; Rogers, T.); 6) "Toward improving assessment of students with special needs: expanding the data base to include classroom performance" (pp.65-77; Bachor, D.G.); 7) "Time to replace the classroom test with authentic measurement" (pp.78-84; McLean, L.D.); 8) "Assessment in the classroom" (pp.85-91; Traub, R.E.); and 9) "Toward a relevant classroom assessment research paradigm" (pp.92-97; Stiggins, R.J.)

Author: Buckle, C.F.; Riding, R.J.
Title: **Current problems in assessment - some reflections.**
Source/Publ.: Educational Psychology, 8(4)
Page(s): 299-306 *Date/Year*: December 1988 *Accession No.*: 261

Abstract: Focuses upon three current issues in educational evaluation. Looks at the limitations of examinations and the interpretation of results in considering reliability and validity. Discusses grading and context of learning relative to formative and summative assessment. Deals with cultural background when exploring uniformity of testing versus individual styles. (KO)

Author: Cross, Christopher T.
Title: **National goals: four priorities for educational researchers.**
Source/Publ.: Educational Researcher, 19(8)
Page(s): 21-24 *Date/Year*: November 1990 *Accession No.*: 369

Abstract: The four priorities for educational researchers are: assessment, motivation, collaboration, and dissemination. The author cites examples of current initiatives in the assessment area: (1) the 1992 NAEP reading assessment will emphasize higher-order thinking skills with 40% of the questions being open-ended (instead of multiple-choice); (2) The US will participate in the IAEP (reading literacy) and IEA (mathematics, science, and geography) studies; and the establishment of a new OERI research center on assessment, evaluation, and testing (total number of OERI research centers increased to 18). The author identifies student motivation as a second priority. He suggests that increasing the incentives for students to learn is one strategy to increase student motivation. On the theme of collaboration, the author states that there should be a stronger education R&D team to increase the impact of educational research on education practices. The author cites some examples of collaboration among different departments: the National Science Foundation, Department of the Interior, Department of Health and Human Services, and Department of Energy. The author sees wider dissemination as one of the key factors in increasing the impact of research on educational practices; he cites a greater use of electronic networking as one of the strategies. The author also identifies two obstacles to greater dissemination: (1) There is currently no journal dedicated to the dissemination of important breakthroughs in educational research (as there is for medicine); and (2) While teacher educators are the most important consumers and chief beneficiaries of applied research, there is resistance to research activities in the schools of teacher education.

Author: Denoyer, Richard A.; White, Michael.
Title: **Tests - fallible indicators of educational equality.**
Source/Publ.: NASSP Bulletin, 74(523)
Page(s): 49-52 *Date/Year*: February 1990 *Accession No.*: 287

Abstract: Presuming that test scores can accurately reflect educational quality is naive and potentially dangerous. Sophisticated statistical procedures cannot fully separate the effects of confounding background variables (ethnicity, language proficiency, or poverty from test scores. A broad-based assessment model relying on multiple indices and longitudinal design is proposed. Includes eight references. (MLH).

Author: Elliott, John.
Title: **Educational research in crisis: performance indicators and the decline in excellence.**
Source/Publ.: British Educational Research Journal, 16(1)
Page(s): 3-18 *Date/Year*: 1990 *Accession No.*: 323
Notes: Presidential address to the 1989 British Educational Research Association meeting at the University of Newcastle-upon-Tyne.

Abstract: The author suggests that the current government policy of resource management (in the United Kingdom) is endangering conversational research communities. The increasing managerialism in higher education undermines the growth and development of Centres of Excellence in educational research. Performance indicators tend to foster mediocrity and stifle excellence. The market metaphor, that academics exist to supply a product called research, has resulted in a change of the selection and promotion practices where sheer number of publications, and not quality, creativity or originality, becomes one of the key indicators of success. This market metaphor also reinforces empiricist construction of research and negates alternative constructions (such as qualitative paradigms). The dissociation of findings from the researchers' value biases do not generate neutral knowledge; they merely produce unreflective and useless findings. The author offers the following strategies for the British Educational Research Association (BERA): 1) membership should be made more attractive to a greater range of specialists in the field of educational studies (eg, historians, philosophers, and sociologists); 2) a renewed effort should be made to broaden membership and involvement from practicing teachers, and in establishing a dialogue with their professional associations; 3) a dialogue about the role of educational research should be established, with national organizations representing parents, school governors, and employers; 4) promoting educational research beyond the boundaries of formal schooling into a variety of institutions and agencies which have an educational function (eg, various forms of professional and occupational education, community health education); 5) strategies need to be discovered for involving senior educational academics in a continuing conversation about the aims and principles of educational research, the institutional conditions which support and impede their realization and their own leadership role, both internally within higher education institutions and externally in the wider political and public arena.

Author: Finn, Chester E. Jr.
Title: **Education reform in the United States: trends and issues.**
Source/Publ.: International Journal of Education Research, 12
Page(s): 115-121 *Date/Year*: 1988 *Accession No.*: 341

Abstract: The author identified 5 trends and characteristics of the reform movement in 1986: 1) the ascendancy of the states (most states are more aggressively setting standards, prescribing curriculum and imposing regulations); 2) emphasis on standards and measurable outcomes; 3) uniformities (in the form of a higher degree of homogenization or standardization of education, with commensurate narrowing of the range of choice given to students and the breadth of discretion given to teachers); 4) academic learning (basic skills, higer order cognitive skills such as reasoning, analysis, and interpretation); and 5) beyond the secondary school (reform began in the high schools but it needs to be extended in both directions). The author identified the following issues and dilemmas: 1) Can we reach agreement on academic content? 2) Can schools effectively attend to the moral and ethical development of their students, to character formation, and to the central values of society? 3) Can we continue to respond appropriately to extraordinary children? 4) Can we confer responsibility, authority, and accountability on educational professionals at the school level, while also affording more educational choices to parents and children? and 5) Can we employ the teachers we need?

Author: Haertel, Edward H. (ed.)
Title: **National assessment of educational progress in the USA.: achievement, changes in achievement, and between-state comparisons.**
Source/Publ.: International Journal of Educational Research, 12(7)
Page(s): 667-789 *Date/Year*: 1988 *Accession No.*: 260

Abstract: Fourteen essays on the National Assessment of Educational Progress offer a broad, systematic examination of technical and policy issues in national-level assessments. Topics include reading and mathematics trends, quality control, national achievement trends, state-level implementation and reporting, and federal review panel responses. (TJH)

Author: Hanushek, Eric, A.; Taylor, Lori.
Title: **Alternative assessment of the performance of schools: measurement of state variations in achievement.**
Source/Publ.: The Journal of Human Resources, 25(2)
Page(s): 179-201 *Date/Year*: Spring 1990 *Accession No.*: 310

Abstract: Evaluation of the efficacy of school policies requires measures of student performance across schools and states, but conventional approaches to constructing the relevant data can be very misleading. This paper develops an approach to estimating marginal school effects at the state level. It then documents and estimates the magnitude of biases introduced by commonly employed estimators of school quality. Direct estimates of achievement growth, or value-added, are shown to be far superior to any alternative correction that is commonly employed. Especially at the state level, nonrepresentative data such as aggregate SAT scores provide very biased measures of school quality differences, even when statistical adjustments for demographic differences and varying participation rates are employed. (author/journal)

Author: Holdaway, E. A.
Title: **Recent developments in education in Britain: issues and implications.**
Source/Publ.: The Canadian Administrator, 29(7)
Page(s): 1-9 *Date/Year*: April 1990 *Accession No.*: 309

Abstract: The 1988 Education Reform Act has profoundly affected the organization of education in England and Wales. In common with changes in several other jurisdictions, the power of both the central government and the schools has been increased and that of the local authorities decreased. The major changes involve (a) introduction of local management of schools by school governing bodies; (b) introduction of both a national curriculum and a national scheme for assessment of pupils; (c) reduction of the operational role of local education authorities, which will become more involved in planning, policy making, and monitoring; (d) more parental choice of schools that their children attend; (e) the possibility that individual schools can apply directly for national funding; and (f) establishment of city technology colleges. Several implications of these changes are presented, together with positive and negative reactions. The applicability of some of these changes to other systems, especially in Canada, is discussed. (author/journal)

Author: Lehrer, Richard; Serlin, Ronald C.; Amundson, Ronald.
Title: **Knowledge or certainty? A reply to Cziko.**
Source/Publ.: Educational Researcher, 19(6)
Page(s): 16-19 *Date/Year*: 1990 *Accession No.*: 360

Abstract: An article by Cziko (Educational Researcher, April 1989) questioned contemporary approaches toward the conduct of educational research, especially those involving experimentation. He justified the need for reform by appealing to the inherent unpredictability and indeterminacy of behavior and went on to suggest greater reliance on descriptive research. Cziko drew unwarranted conclusions about the feasibility of experimentation from his premises about indeterminacy and he misrepresented some of the implications of quantum mechanics, evolution, chaos theory, and individual differences for the study of behavior. Cziko's framework leads one to have little reason to conduct any kind of research, descriptive or otherwise. Contrary to Cziko's view, when used appropriately, contemporary research methods provide the intersubjectivity available framework necessary for scientific understanding. (authors/journal)

Author: Marzano, Robert J.
Title: **Standardized tests: do they measure general cognitive abilities?**
Source/Publ.: NASSP Bulletin, 74(526)
Page(s): 93-101 *Date/Year*: May 1990 *Accession No.*: 333

Abstract: The author reports the general findings of an item analysis study (Marzano & Jesse, 1987) of several standardized tests: the Stanford Early School Achievement Battery, Stanford Achievement Battery, Stanford Test of Academic Skills, and the Comprehensive Test of Basic Skills. There were two major findings. The first one was that test items covered few general cognitive skills. From the literature on thinking skills instruction, the authors of the study (Marzano & Jesse) identified 22 cognitive operations. Only 9 of the 22 (41%) were contained in the items from these tests: 1) comparing and contrasting, 2) inferring, 3) ordering, 4) reference, 5) retrieving, 6) representing, 7) summarizing, 8) transposing, and 9) visual matching. The following were not found in the tests: 1) categorizing, 2) creating analogies, 3) creating metaphors, 4) dialectic thinking, 5) encoding, 6) establishing criteria, 7) extrapolating, 8) identifying errors, 9) identifying patterns and relationships, 10) valuing, 11) verifying, 12) predicting, and 13) restructuring. The second finding was that general cognitive skills had little relationship to item difficulty. The authors concluded that performance on the batteries is a function of general test-taking skills (eg, making informed guesses, applying specific strategies for specific formats), and of domain or content specific factual knowledge and procedural knowledge. In order for students to perform well, educators have to specifically instruct students on these types of knowledge.

Author: McEwen, Nelly; Chow, Hau.
Title: **Issues in implementing indicator systems.**
Institution: Alberta Education
Source/Publ.: Planning and Policy Secretariat
Place of Publ.: Edmonton, Alberta
Page(s): 30p. *Date/Year*: 1990 *Accession No.*: 347
Notes: Paper presented at the annual meeting of the Canadian Educational Researchers' Association, Victoria, June 1990.

Abstract: An indicator system is a tool for reform and improvement. Existing accountability systems often present indicators in isolation. Negative impacts can be minimized if an indicator system is perceived as an integrated whole. Two examples of a new generation of promising integrated indicator systems are identified. Implementation issues can be categorized into educational and social, administrative and technical, and political and financial. Resolution of issues often involves compromise among competing perceptions and values. Implementation strategies which incorporate multiple goals, indicators, methods, levels of analysis, and participants are proposed. (authors)

Author: McLean, Les.
Title: **Emerging with honour from a dilemma inherent in the validation of educational achievement measures.**
Page(s): 9p. *Date/Year*: 1987 *Accession No.*: 290
Notes: Paper presented at the annual meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

Abstract: A dilemma arises in the attempt to establish procedures for valid assessment of academic learning. Measures of learning with high pedagogical validity often have poor psychometric properties. Conversely, tests that are well-constructed by psychometric standards may succeed in sorting and ordering students or schools, but have little pedagogical relevance. There are several approaches for dealing with the apparent trade-off. One way is to revise notions of achievement, moving away from test-based criteria toward performance-based criteria. Experience in native- and second-language learning is cited as instructive, because of the multidimensional emphasis on the goals of communication in realistic settings. Valid assessment depends on situation and mode of communication. A systematic, cumulative record of performance is essential to this approach. The writing folder, a dossier kept by the student of diverse samples of his or her writing, is a good example of such a record. Another approach connects the monitoring function of assessment to the learning function at the classroom level. It uses comprehensive item pools administered by item sampling as part of a survey of teaching and learning specifically designed to reflect school learning and suggest improvements. As an example, the Second International Mathematics Study is discussed. (LPG)

Author: McLean, Les.
Title: **Let's call a halt to pointless testing.**
Source/Publ.: Education Canada, 30(3)
Page(s): 10-13 *Date/Year*: Fall 1990 *Accession No.*: 358

Abstract: The author is critical of the results from the first International Assessment of Educational Progress (IAEP). Since the second IAEP study is to begin in 1991 (9 provinces will be participating), he is concerned about the investment of time and energy from the provincial ministeries of education. He identified the following flaws of the first IAEP: 1) achievement was represented by a score on a single scale; 2) the math score was too heavily weighted toward computations; 3) variations in performance among countries can be due to non academic factors such as different backgrounds, experiences, languages, and traditions; 4) secrecy of the actual test item content did not allow individual countries to evaluate their own performance (ie, a country's score can be obtained by many different combinations of correct responses); 5) no standard errors of measurement were included in the report, making intepretation of differences very difficult. The author states that many of the leaders in assessment are moving away from the traditional paper-and-pencil testing as in the IAEP-I to performance testing where students are evaluated on meaningful tasks under controlled conditions. Although there will be some performance type questions in the 1991 IAEP, only a small number of countries will be using them.

Author: Murphy, Joseph.; Hull, Thomas R.; Walker, Allan.
Title: **Academic drift and curriculum debris: analysis of high school course-taking patterns and its implications for local policy makers.**
Source/Publ.: Journal of Curriculum Studies, 19(4)
Page(s): 341-360 *Date/Year*: July-August 1987 *Accession No.*: 267

Abstract: Maintains that Transcript Analysis (TA) is capable of informing decision makers about a range of educational issues and reform proposals. Illustrates the potential of TA by examining the issues of educational quality and equity as reflected in patterns of academic vs non-academic course-taking among high school students. (BR)

Author: Nagy, Philip.
Title: **Must we examine outcomes?**
Date/Year: 1990 *Accession No.*: 343
Notes: Paper presented at the annual conference of the Canadian Evaluation Society, Toronto, May 1990.

Abstract: The author presents arguments for not collecting outcome (achievement) data in educational evaluation studies. He lists 5 themes concerning testing: 1) testing technology distorts the curriculum (what is most easily measured tends to become most important); 2) political realities interfere with doing the (testing) job properly (it is easier to assess low-level skills than to struggle with definitions of concepts such as citizenship development); 3) people have a mystical belief in the accuracy and value of numbers; 4) information needs often compete with one another (the existence of quantitative "hard" data masks the importance of detailed "soft" data); and 5) evaluations are done on programs and not on people and the collection of achievement data threatens people. The author also presents examples of successful evaluation studies that have not included outcome data. He suggests consideration of the following questions when contemplating the use of outcome data in a program evaluation study: 1) Will the additional outcome data improve either the accuracy or acceptability of the recommendations enough to justify the additional costs? 2) Will the collection of outcome data be so threatening as to do more harm than good? 3) Are the potential program outcomes well enough understood for any set of feasible outcome measures to be justifiable?

Author: Nuttall, Desmond L.
Title: **The implications of national curriculum assessments.**
Source/Publ.: Educational Psychology, 8(4)
Page(s): 229-236 *Date/Year*: December 1988 *Accession No.*: 262

Abstract: Discusses the assessment process in the British National Curriculum. Identifies psychometric issues which are not yet resolved and explores the problem of teacher judgement in assessment. Questions whether the aims of national assessment are compatible with educational goals. Suggests that teachers may not be fully supportive of the program. (KO)

Author: Odden, Allan.
Title: **Educational indicators in the United States: the need for analysis.**
Source/Publ.: Educational Researcher, 19(5)
Page(s): 24-29 *Date/Year*: June/July 1990 *Accession No.*: 350

Abstract: The author traces some of the developments of a national indicators movement in the United States, starting with the Wall Chart in 1984. Although there were many criticisms (eg, no process variables, no accompanying analytic report to aid in interpretation) of the Wall Chart, it can be viewed as a strategy for stimulating the development of data for a sound national educational indicator system. The critical missing ingredient in most educational indicator systems is the analysis of data included in them. A key issue is: "who can provide high quality, substantively sound and neutral analysis of the relationships among the input, process, and outcome variables in an educational indicator system, set those analyses within a policy context, and make recommendations on future policy directions?" (p. 29). The Policy Analysis for California Education (PACE) is suggested as a possible organization. It is funded privately and based in 3 major research universities. The PACE model has been adopted, in various forms, in approximately 20 other states.

ERIC Document: ED286904
Author: Shavelson, Richard J.; Carey, Neil B.; Webb, Noreen M.
Title: **Indicators of science achievement: options for a powerful policy instrument.**
Source/Publ.: Phi Delta Kappan, 71(9)
Page(s): 692-697 *Date/Year*: May 1990 *Accession No.*: 331

Abstract: If tests are not designed with a clear understanding of what it is educators want the students to learn, testing can reduce the quality of education as some educators will use extraordinary ends to make the bottom line look good. The authors assert that the current achievement indicators are an efficient and cost-effective means of providing limited information on science achievement. One way to improve science education is to change the way achievement is measured. To provide educationally sound indicators, tests should capture students' conceptual understanding and problem-solving skills (cognitive fidelity) as well as ability to apply knowledge and understanding to novel situations (process relevance). The authors present three possible types of testing orientations: symbolic representation, mental models, and hands-on assessment. Strengths and weaknesses of each are identified. The authors state that large testing companies are not motivated to allocate substantial resources to developing a new technology. Creativity, on the part of the educational research community in partnership with practitioners, is needed to develop alternative ways of testing for understanding and problem solving.

Author: Schaefer, Thomas E.
Title: **One more time: how do you get both equality and excellence in education?**
Source/Publ.: The Journal of Educational Thought, 24(1)
Page(s): 39-51 *Date/Year*: April 1990 *Accession No.*: 320

Abstract: The tension between egalitarian goals and excellence in education comes to the fore when democratic societies attempt to educate their citizens. Rather than resolving the tension in favor of either side of the polarity, a theory is advanced whereby both equality and excellence may be seen not only as compatible, but as requiring each other. The argument is made that "equal education" achieves real equality only through excellence. At the same time, and particularly in democracies, educational excellence demands equality as its foundation. Finally, the mutually supportive interrelationship between equality and excellence is adumbrated in a framework drawing upon perennial philosophical views of the nature of freedom. (author/journal)

Author: Schwartz, Judah, L.; Viator, Katherine, A. (eds).
Title: **The prices of secrecy: the social, intellectual, and psychological costs of current assessment practice.**
Institution: Harvard Graduate School of Education
Source/Publ.: Educational Technology Center
Place of Publ.: Cambridge, MA
Page(s): 119p. *Date/Year*: 1990 *Accession No.*: 368

Abstract: While many features of large scale standardized tests have been criticized (such as the multiple-choice format), this report examines a larger and more destructive feature of test secrecy. Secret tests are tests made up of items drawn from non-publicly available item banks. The report is divided into three sections: (1) social (social, racial and political equity, the law, and the economy); (2) intellectual (repercussions within mathematics, science, language and language arts education); and psychological (mixed messages communicated to the student, teacher, and school). An alternative strategy is proposed: the development of large publicly available data bases of reviewed and signed problems in a wide variety of school subject areas which are suitable for use with microcomputers. Individual schools/school systems can randomly choose a subset of items for a particular test. Some of the advantages are: (1) teaching to the test will no longer be a problem (provided the data base contains a comprehensive set of questions dealing with the specific curriculum); (2) groups can deal with issues of test bias before testing; (3) the commerce sector can have real input into the school exit examinations; (3) schools can publish their item selection criteria in order to promote greater accountability. A listing of the articles follows: introduction (pp.1-8; Viator, K.A.); secrecy in testing: the social costs from an equity perspective (pp.11-18; Hilliard,III, A.G.); the unfair effects of standardized testing on blacks and other minorities (pp.19-26; Willie, C.V.); the legal advantages of open testing (pp.27-34; Heubert, J.P.); sending clear signals to schools and labor markets (pp.35-46; Berryman, S.E.); the intellectual prices of secrecy in mathematics assessment (pp.49-56; Schwartz, J.L.); assessment in science education (pp.57-68; Raizen, S.A.); language and language arts assessment (pp.69-76; Chomsky, C.S.); secure tests, insecure test takers (pp.79-92; Wiggins, G.); the psychological costs of secrecy and the promise of openness: the impact on the teacher (pp.93-98; Stage, E.K.); testing, teachers and schools (pp.99-108; Perrone, V.); and conclusion (pp.109-118; Schwartz, J.L.).

Outcomes/Results of Education

Author: Alberta Education.
Title: **Educational Quality Indicators: inventory of assessment instruments.**
Source/Publ.: Corporate and Fiscal Planning
Place of Publ.: Edmonton, Alberta
Page(s): 130p. *Date/Year*: 1990 *Accession No.*: 353
Notes: ISBN 0-7732-0527-6

Abstract: This report is the third in the series of technical support documents for the EQI initiative. The report is divided into three parts: 1) summary of the different elements that are important for the evaluation of assessment instruments; 2) detailed description of these elements; and 3) a series of one-page critiques of potentially useful instruments that are commercially available for measuring two dimensions of the conceptual framework for EQI: conditions and student outcomes. The *Mental Measurements Yearbooks* were consulted for potential instruments. A national survey of Canadian Society for the Study of Education (CSSE) members interested in areas such as effective schools, research and measurement provided more instruments. In total, over 90 instruments were screened and rated on their usefulness for EQI: 38 were 'yes', 23 were 'possibly', 10 were 'marginal', and 23 were rejected. The report also contains information about the availability of the instruments.

Author: Alberta Education.
Title: **Educational Quality Indicators: collaboration in action.**
Place of Publ.: Edmonton, AB
Page(s): 82p. *Date/Year*: 1990 *Accession No.*: 348
Notes: Symposium at the annual meeting of the Canadian Educational Researchers' Association, Victoria, June 1990.

Abstract: This symposium presents information on five of the ten projects in the Educational Quality Indicators (EQI) initiative. The presentations deal with the developmental work of the first year in the three-year project. Three presentations describe the involvement of the community in determining the goals and priorities of education in their respective school jurisdictions. The others describe the development of a broader range of student outcomes to include the affective and social domains. The following is the list of projects and their presenters: 1) The quality indicators strategy: involving the community (Roger Mestinsek, Derek Taylor, Grand Prairie School District No. 2357); 2) A collaborative model for school and program evaluation (Earle Warnica, Lethbridge School District No. 51); 3) School system review: a comprehensive process (Bernie Chandler, County of Lacombe No. 14 and Rocky Mountain School Division No. 15); 4) Measuring social competence in students (David Young, Fort McMurray School District No. 2833); and 5) Signs of learning in the affective domain (Ralph Himsl and Esther Lambert, Lethbridge RCSSD No. 9). A preface provides a context for the papers. Nelly McEwen chaired the symposium; Philip Nagy, OISE, and John Anderson, University of Victoria, were discussants.

Author: Braddock, Jomills Henry II; McPartland, James M.
Title: **Alternatives to tracking.**
Source/Publ.: Educational Leadership, 47(7)
Page(s): 76-79 *Date/Year*: April 1990 *Accession No.*: 269

Abstract: Modifications and alternatives to tracking can address teachers' desires to match instruction to student abilities without the gross educational inequalities accompanying lower-tracked classes and without ignoring exceptional children's needs. Untracked classes can be improved by providing extra help, equipping teachers with useful teaching methods, and expanding students' opportunities. Includes 20 references. (MLH).

Author: Broadfoot, Patricia; James, Mary; McMeeking, Susan; Nuttal, Desmond; Stierer, Barry.
Title: **Records of achievement: report of the National Evaluation of Pilot Schemes.**
Source/Publ.: Her Majesty's Stationery Office
Place of Publ.: London, England
Page(s): 244p. *Date/Year*: 1988 *Accession No.*: 363
Notes: ISBN 0-11-270657-6. See also Broadfoot, P. (1988). Profiles and records of achievement: a real alternative. *Educational Psychology, 8(4)*, 291-297. This article has been abstracted (accession number 178).

Abstract: This is the report of the Pilot Records of Achievement in Schools Evaluation (PRAISE) team. Nine pilot schemes (in Great Britian) were funded for the period 1985-1988 to develop alternative methods of reporting achievement or educational progress of students. The task of the PRAISE team has three strands: 1) case studies; 2) meta-evaluation; and 3) LEA (Local Education Authority) policy study. The report is divided into 3 parts: 1) a cross-site analysis based on the case study strand identifying major themes based on evidence from 22 case study reports; 2) a across-scheme analysis of reports from project directors and local evaluators, it is an interpretative overview of the progress reports from directors and local evaluators of the nine schemes; and 3) an synthesis of the major findings from the pilot schemes, noting practical lessons learned and providing guidance for those expected to develop similar records of achievement in the future.

Author: Brown, B. Bradford; Steinberg, Laurence.
Title: **Academic achievement and social acceptance.**
Source/Publ.: The Education Digest, 55
Page(s): 57-60 *Date/Year*: March 1990 *Accession No.*: 328

Abstract: The authors briefly summarize the findings from a National Center on Effective Secondary School study of 8,000 high school students in Wisconsin and California on the relationshop between outstanding achievement and social acceptance. There were 4 findings: 1) high schools harbor a diverse array of peer groups which have distinct values and interests; 2) students associate brains with nerds (stereotypes are based on dress and grooming styles, school hangouts, academic efforts, etc); 3) high achievers resist being labeled a brain (only 10% of students who obtained As in the major courses classify themselves with the brain group); 4) students use strategies to avoid the brain-nerd connection (eg, denial, distraction, deviance, underachieving). The authors suggest that educators structure a social system at high schools where learning and living are compatible activities, so that excelling academically does not mark a student for social isolation.

Author: Butler, Ruth; Orion, Ronit.
Title: **When pupils do not understand the determinants of their success and failure in school: relations between internal, teacher and unknown perceptions of control and school achievement.**
Source/Publ.: British Journal of Educational Psychology, 60(1)
Page(s): 63-75 *Date/Year*: February 1990 *Accession No.*: 319

Abstract: Both dispositional and attributional perspectives on perceptions of control assume that people have some ideas of outcome determinants. This, however, may not always be so. This study tested the hypothesis that pupils do not always understand the determinants of their learning outcomes, and that such a sense of unknown control will be associated with poor achievement in school. The study was unusual in that it taped both dispositional control perceptions, using the new MMPCC [Multidimensional Measure of Personal Control for Children], and causal attributions for success and failure in a school examination. Subjects were 186 10-year-old Israeli pupils of heterogeneous SES. Results confirmed that unknown control emerged as a distinct dimension of perceived control in both dispositional and attributional measures, and was consistently associated with poor achievement in school. Attributions of test outcomes to unknown causes were strongly related to dispositional unknown control, and were unaffected by success or failure. In contrast, dispositional and attributional internality were unrelated, and did not predict achievement. It is argued that internal beliefs reflect internalized social-educational norms, and as a result have less impact on motivation than perceptions of unknown control. The implications of these findings for educational practice and motivational interventions are discussed. (authors/journal)

Author: Byrne, Barbara M.
Title: **Self-concept and academic achievement: investigating their importance as discriminators of academic track membership in high school.**
Source/Publ.: Canadian Journal of Education, 15(2)
Page(s): 173-182 *Date/Year*: 1990 *Accession No.*: 356

Abstract: Several factors - general self-concept (SC), academic SC, or academic achievement (AA: academic grades) - may discriminate between low-and high-track students. Using linear discriminant function analysis, two independent samples of high school students (n=929; n=968) were tested on identical measures of these constructs. Although academic SC and AA both discriminated moderately between tracks, academic SC was the more effective discriminator. Further, low and high tracks could not be distinguished on the basis of general SC. We should distinguish between general SC and academic SC in the measurement of adolescent SC. (author/journal)

Author: Canadian Education Statistics Council.
Title: **A statistical portrait of elementary and secondary education in Canada.**
Institution: Statistics Canada and CMEC
Page(s): 83p. *Date/Year*: August 1990 *Accession No.*: 315
Notes: ISBN 0-660-55834-3 or Catalogue CS 2-38/1990 (through Statistics Canada)

Abstract: This is the first public report by the Canadian Education Statistical Council. The report contains statistical information about education in Canada, divided into the following major sections: 1) demography; 2) enrolment and graduates; 3) educators; and 4) finance. The majority of the information spans the 1988/89 school year. For some of the categories, information is available as far back as the 1972/73 school year.

Author: Crocker, Robert K.
Title: **Science achievement in Canadian schools: national and international comparisons.**
Source/Publ.: Economic Council of Canada
Page(s): 73p. *Date/Year*: 1990 *Accession No.*: 357
Notes: Working Paper No. 7; ISSN 1180-3487. See also Working Paper No. 6: *Canadian participation in the Second International Mathematics Study by David Robitaille. Alberta did not participate in the math study.*

Abstract: This document summarizes the Second International Science Study (SISS). This brief report is divided into the following sections: 1) background and context of the study; 2) design and methodology; 3) overview of science education in Canada; 4) overview of international results; 5) Canadian provincial comparisons; 6) student attitudes; and 7) summary, conclusions, and implications. Charts and tables provide detailed international (with other countries in the SISS) and national (across provinces) comparisons.

Author: Frymier, Jack; and Others.
Title: **A study of students at risk: collaborating to do research.**
Source/Publ.: Phi Delta Kappa Educational Foundation
Place of Publ.: Bloomington, Indiana
Page(s): 81p. *Date/Year*: 1989 *Accession No.*: 351
Notes: ISBN 0-87367-801-X

Abstract: This book reports the results of the PDK study of students at risk conducted in 1988/89. The study was carried out in response to one of the recommendations of the 1986 PDK's Future's Committee report - Phi Delta Kappa: 2000 and Beyond. Members had identified students at risk (such as low achievers, potential dropouts, children suffering from abuse, neglect) as the most critical issue in education. Over 22,000 students from grades 4, 7, and 10 in 276 schools (in 87 chapters) were involved. All school principals and over 9,000 teachers from these schools were interviewed. Information about the students was obtained by file review. An empirical cut-off of 7 risk factors was used to identify those at-risk; this rule identified some 5,500 (25%) to 7,260 (33%) students as at-risk. Interviews with the principals revealed that 99% of them talked with parents of those at-risk, while 74% thought these talks were effective; 71% retained students in grade while 26% believed retention was effective. Interviews with teachers revealed that 69% of them thought alternative school opportunities were effective while 37% used them. An evaluation of the project identified the following: participants felt that the project dealt with an important problem; it brought people together in significant ways; it generated useful information; and it highlighted problems that were only dimly perceived previously.

Title: **Maryland school performance program report, 1990 - state and school systems.**
Institution: Maryland State Department of Education
Place of Publ.: Baltimore, MD
Page(s): 60p. *Date/Year*: 1990 *Accession No.*: 374
Notes: See also: *Schools for success: a vision for public education in Maryland.*

Abstract: This publication "presents data on student performace for which schools, school systems, and the state will be held responsible and includes measures of performance that are expected to be reached by 1995" (p.iii). This is the state's first outcome-based accountability and school improvement publication which lists data-based areas and standards. Standards (excellent or satisfactory levels) are set in the areas of assessed knowledge (core subjects), student participation, and attainment rates. The publication contains a two-page report card with supporting information (student enrolment, expenditures, etc) for each county as well as an overall report card for the entire state.

Author: Mullis, Ina V.S.; Owen, Eugene H.; Phillips, Gary W.
Title: **America's challenge: accelerating academic achievement. A summary of findings from 20 years of NAEP.**
Institution: Educational Testing Services
Source/Publ.: National Assessment of Educational Progress
Place of Publ.: Princeton, New Jersey
Page(s): 77p. *Date/Year*: September 1990 *Accession No.*: 371
Notes: ISBN 0-88685-107-6

Abstract: This report addresses three major questions: (1) what is the current level of student achievement (English, mathematics, science, history, and geography); (2) what progress has been made in higher-order thinking skills; and (3) what is the status of equity in educational achievement (comparisons by race/ethnicity, and comparisons by gender). The report proposes the following strategies for improvement: (1) for English: to improve reading achievement by reading and to increase the amount of writing required; (2) for mathematics and science: to increase the rigor in the curriculum; to increase technology use in the laboratory, and to learn by doing; (3) for history: to start early (in elementary grades) and to stress interpretation and integration of information.

Author: Oakes, Jeannie.
Title: **Multiplying inequalities: the effects of race, social class, and tracking on opportunities to learn mathematics and science.**
Source/Publ.: RAND Corporation
Place of Publ.: Santa Monica, CA
Page(s): 132p. *Date/Year*: 1990 *Accession No.*: 375
Notes: ISBN 0-8330-1080-8 or R-3928-NSF (RAND Corporation)

Abstract: The RAND Corporation was approached by the National Science Foundation to conduct a study of the way the nation's educational system distributes opportunities to learn mathematics and science among various groups of students. The study addresses four key questions: (1) What science and mathematics are being taught to which students? (2) How are these subjects being taught? (3) By whom are they being taught? (4) Under what conditions are they being taught? The data were primarily drawn from the 1985/86 National Survey of Science and Mathematics Education. A national probability sample of 1,200 public and private elementary and secondary schools was drawn and 6,000 teachers of science and mathematics were selected from these schools. The research team explored "whether access to science and mathematics curriculum, resources, instructional activities, and teachers [were] related to (1) characteristics of the school a student happened to attend, (2) characteristics of the classroom in which a student was enrolled, or (3) characteristics of school and classroom combined (pp. 2-3). The analyses revealed clear and consistent patterns of unequal opportunities to learn mathematics and science. During the elementary grades, the science and mathematics experiences of large numbers of low-income children, African-American, and Hispanic children, children who attended school in central cities, and children judged to have "low ability" differ in small, but important ways from their more advantaged or white peers (the profiles of the Asian students were closest to those of their white peers and were included with them). The differences widened considerably by the time these students reached secondary school. Low-income, minority, and low-ability students had considerably fewer resources available to help them learn these subjects; their classrooms offered less-engaging learning activities; and their teachers were less-qualified. These differences can be traced to characteristics of both the schools in which different groups of students were clustered and the classrooms in which they were taught. Because school officials judged so many low-income and minority students to have low ability, many of these students suffered the double disadvantage of being in schools that have fewer resources and classrooms that offered less access to knowledge. The research team recommended the following strategies: (1) call attention to the

problem (of unequal opportunity) at the state and federal levels; (2) generate additional resources (especially for those schools which are lagging behind); (3) distribute resources and opportunity more equitably (within the school and at the state level); and (4) hold states, districts, and schools accountable for equalizing opportunity (to enhance monitoring and to provide financial incentives for the development of programs that equalize opportunity).

Author: Rasinski, Kenneth A.; West, Jerry.
Title: **National Educational Longitudinal Study of 1988.**
Institution: Office of Educational Research and Improvement
Source/Publ.: National Center for Education Statistics
Place of Publ.: Washington, DC
Page(s): 61p. *Date/Year*: 1990 *Accession No.*: 376

Abstract: This report examines the type of coursework taken by eighth graders in public and private schools in the United States. It is based on self-report information from a sample of 24,599 students in 1,052 schools (out of a total 3,008,080 eligible students in about 38,774 eligible schools). There are three basic sets of tables: (1) courses in the sciences and mathematics; (2) courses in language arts, social studies, and religion; and (3) courses in arts, vocational education, and personal development. Some of the classification variables were: gender, race, family income, parent education, geographic region, urbanicity, locus of control, and self-concept.

Author: Robinson, Glen E.
Title: **Synthesis of research on the effects of class size.**
Source/Publ.: Educational Leadership, 47(7)
Page(s): 80,82-88,90 *Date/Year*: April 1990 *Accession No.*: 268

Abstract: Although class size reductions are often proposed as a way to improve student learning, research does not indicate that smaller classes will necessarily produce improved student achievement. Class size effects on student learning vary by grade, pupil characteristics, subject area, teaching method, and other learning interventions. References appear within the article. (MLH).

Title: **Protocol: Canadian Education Statistics Program.**
Institution: Statistics Canada and CMEC
Page(s): 7p. *Date/Year*: September 1989 *Accession No.*: 316

Abstract: This document reports the agreement between CMEC and Statistics Canada on the establishment of the Canadian Education Statistics Program. The appendix contains the terms of reference for the establishment of the Canadian Education Statistics Council which is responsible for the development and implementation of the Canadian Education Statistics Program as outlined in the agreement.

Author: Torney-Purta, Judith.
Title: **International comparative research in education: its role in educational improvement in the US.**
Source/Publ.: Educational Researcher, 19(7)
Page(s): 32-35 *Date/Year*: 1990 *Accession No.*: 359

Abstract: The author presents two different organizations involved in international comparisons in education: International Association for the Evaluation of Educational Achievement (IEA) and the International Assessment of Educational Progress (IAEP). The IEA is a consortium of research institutions in more than 40 countries. The most recent projects were the second international mathematics and second science achievement studies. Results are reported along with input information to aid interpretation. The tests are developed by international consensus to represent, as much as possible, the curricula of all the nations participating. The parent organization for the IAEP is the Educational Testing Service (ETS) which is a private corporation in the United States. The IAEP parallels another ETS project: National Assessment of Educational Progress (NAEP) which monitors educational achievement in the United States only. Although participating countries have input into item selection and data analysis, the majority of the decisions rests with IAEP and ETS. The IAEP studies also contain little information about different input conditions of the particpating countries. The author also notes a third organization: in 1988 the Board on International Comparative Studies in Education was established within the National Academy of Science's National Research Council (in the United States) to address the quality of international comparative studies in education. It is intended that this board will issue a set of guidelines for international comparative research in which the US participates.

Author: Williams, Tom R.; Milinoff, Holly.
Title: **Canada's schools: report card for the 1990s. A CEA opinion poll.**
Source/Publ.: Canadian Education Association
Place of Publ.: Toronto, Ontario
Page(s): 46p. *Date/Year*: 1990 *Accession No.*: 354

Abstract: This is the third national survey conducted by the Canadian Education Association (others in 1979 and 1984). The sample consisted of 1,200 telephone interviews of Canadian adults conducted in May, 1990. It is a proportionate sample by gender and region (11 regions: 10 provinces and Metro Toronto). The respondents were asked 22 questions concerning school performance, problems faced by the schools, government commitment to education, staff effectiveness, student preparation, student achievement, and social development. The following is a summary of the major findings: 1) most people rated the schools in their community as satisfactory; 2) approximately 70% of respondents felt that in the past five years the schools stayed the same (42%) or improved (29%); 3) 66% felt that government is somewhat (56%) or strongly (10%) committed; and 50% felt that the government received good (39%) or excellent (9%) value for its education dollar; 4) perceptions of the biggest problems schools face include drug and alcohol abuse (17%), discipline (11%), preparation for the workplace (9%), and improving basic skills (9%); 5) almost 60% gave the effectiveness of the teaching staff and the responsiveness of the staff to parents' concerns grades of A or B; and 6) 34% were dissatisfied with the schools' efforts to ensure that students learn to read, write, and speak properly.

Author: Witter, Robert A.; Okun, Morris A.; Stock, William A.; Haring, Marilyn J.
Title: **Education and subjective well-being: a meta analysis.**
Source/Publ.: Educational Evaluation and Policy Analysis, 6(2)
Page(s): 165-174 *Date/Year*: Summer 1984 *Accession No.*: 300

Abstract: The study proposed the following questions: 1) what is the relation between formal educational attainment and adults' subjective well-being? 2) what factors account for variation in the estimates of this relation? and 3) does education contribute to adult subjective well-being by increasing income or occupational status? Meta-analysis was used to answer these questions. Dependent variables were zero- and first-order correlations between educational attainment and subjective well-being, and indepedent variables were sample, measure, and study characteristics. Education is significantly and positively related to adult subjective well-being, accounting for 1 to 3% of the variance. The relation is stronger in samples of women than men and in older than younger adults, but no differences were found between whites and blacks. The strength of the relation has not changed significantly over a span of nearly five decades. When occupational status, but not income, was the control variable the education/subjective well-being relation was reduced. Overall, education is a small but positive contributor to adult subjective well-being. (authors/journal)

Author: Zuzovsky, Ruth; Aitkin, Murray.
Title: **Using a multi-level model and an indicator system in science education to assess the effect of school treatment on student achievement.**
Source/Publ.: School Effectiveness and school Improvement, 1(2)
Page(s): 121-138 *Date/Year*: 1990 *Accession No.*: 335

Abstract: The present study exploits a large accumulation of empirical data and knowledge on school effectiveness in science teaching and methodological advances in analyzing hierarchical data. It offers an indicator system for monitoring science education in Israel at the elementary school level and uses this system and a multilevel methodology for analyzing hierarchical data and refining answers to traditional questions about school impact, school variables which explain variability in student achievement, and about 'successful' and 'unsuccessful' schools. (authors/journal)

Standards

Title: **The Missouri school improvement program: Missouri's investment in the future - standards.**
Institution: Department of Elementary and Secondary Education
Source/Publ.: Missouri State Board of Education
Place of Publ.: Missouri
Page(s): 17p. *Date/Year*: 1990 *Accession No.*: 311

Abstract: In July 1990, the Department of Elementary and Secondary Education approved a program of comprehensive assessment of school districts' educational resources, instructional processes, and educational outcomes designed to stimulate and encourage improvement in the efficiency and effectiveness of instruction and to provide information which will enable the State Board of Education to accredit and classify the districts as required by law. The program is to be phased in over a 5-year period. This document outlines the standards that have been adopted by the Missouri State Board of Education. They are used as criteria for judging school quality. The standards have been divided into three sections: resource standards, process standards, and performance standards. Resource standards are concerned with the basic requirements that all districts must meet; these are considered minimum standards. Process standards include standards on more qualitative dimensions of schooling such as curriculum, instruction, instructional climate, guidance and counseling, facilities, and professional development. The performance standards concern student achievement (scores on standardized tests), holding power of the school (eg, dropout rate and related information), and follow-up of graduates.

Title: **Graduating from high school: new standards in the States.**
Source/Publ.: NASSP Bulletin, 73(515)
Page(s): 61-71 *Date/Year*: March 1989 *Accession No.*: 265

Abstract: According to a recent study, state mandates for tougher academic standards do not necessarily lead to more and better course content. Although more lower- and middle-achieving students are enrolled in academic classes, these courses are at the basic, general, or remedial level and fail to meet reform commission goals. (MLH)

Title: **Setting appropriate achievement levels for the National Assessment of Educational Progress: policy framework and technical procedures.**
Source/Publ.: National Assessment Governing Board
Place of Publ.: Washington, DC
Page(s): 31p. *Date/Year*: May 1990 *Accession No.*: 366

Abstract: This document outlines the policy framework and technical procedures for the establishment of achievement levels for the NAEP testing program. Three levels are identified: basic (partial mastery), proficient (solid academic performance), and advanced (superior performance) for each of grades 4, 8, and 12. It is the Board's intention to use this framework (of levels) as the primary means of reporting results for all newly-developed assessments in 1992 and thereafter. This will be first applied to the reporting of the 1990 National Assessment of mathematics (contingent upon the successful process to set achievement levels). Advisory panels of experts will use a two-stage consensus process (a modified Angoff procedure) to identify appropriate questions (and the proportion of questions that need to be correctly answered) for each achievement level. The Board intends that all newly-developed NAEP assessments will contain a broad range of content so that three achievement levels can be established for each of the grades tested.

Source/Publ.: **Phi Delta Kappan, 72(4)**
Page(s): 265-314 *Date/Year*: December 1990 *Accession No.*: 370

Notes: Please note that these articles have not been individually abstracted.

Abstract: This series of seven articles addresses the six national goals of education in the US (to be achieved by the year 2000). The following lists the articles and the associated goals: (1) Four stories about national goals for American education (pp.264-271; Cuban, L.); (2) Readiness 2000: rethinking rhetoric and responsibility [goal 1: all children will start school ready to learn] (pp.272-279; Kagan, S.); (3) Dealing with the dropout problem [goal 2: the high school graduation rate will increase to at least 90%] (pp.280-285; Gage, N.L.); (4) Achieving our goals: superficial or structural reforms? [goal 3: improved results and productivity] (pp.286-295; Darling-Hammond, L.); (5) I never promised you first place [goal 4: US students will be first in the world in mathematics and science achievement] (pp.296-303; Rotberg, I.C.); (6) National adult literacy and lifelong learning goals [goal 5: every adult American will be literate and be able to exercise the rights and responsibilities of citizenship] (pp.304-309; Mikulecky, L.); and (7) The bumpy road to drug-free schools [goal 6: every school in America will be free of drugs and violence and will offer an environment conducive to learning] (pp.310-314; Hawley, R.A.).

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